DOCUMENT RESUME

ED 257 988 CE 041 653

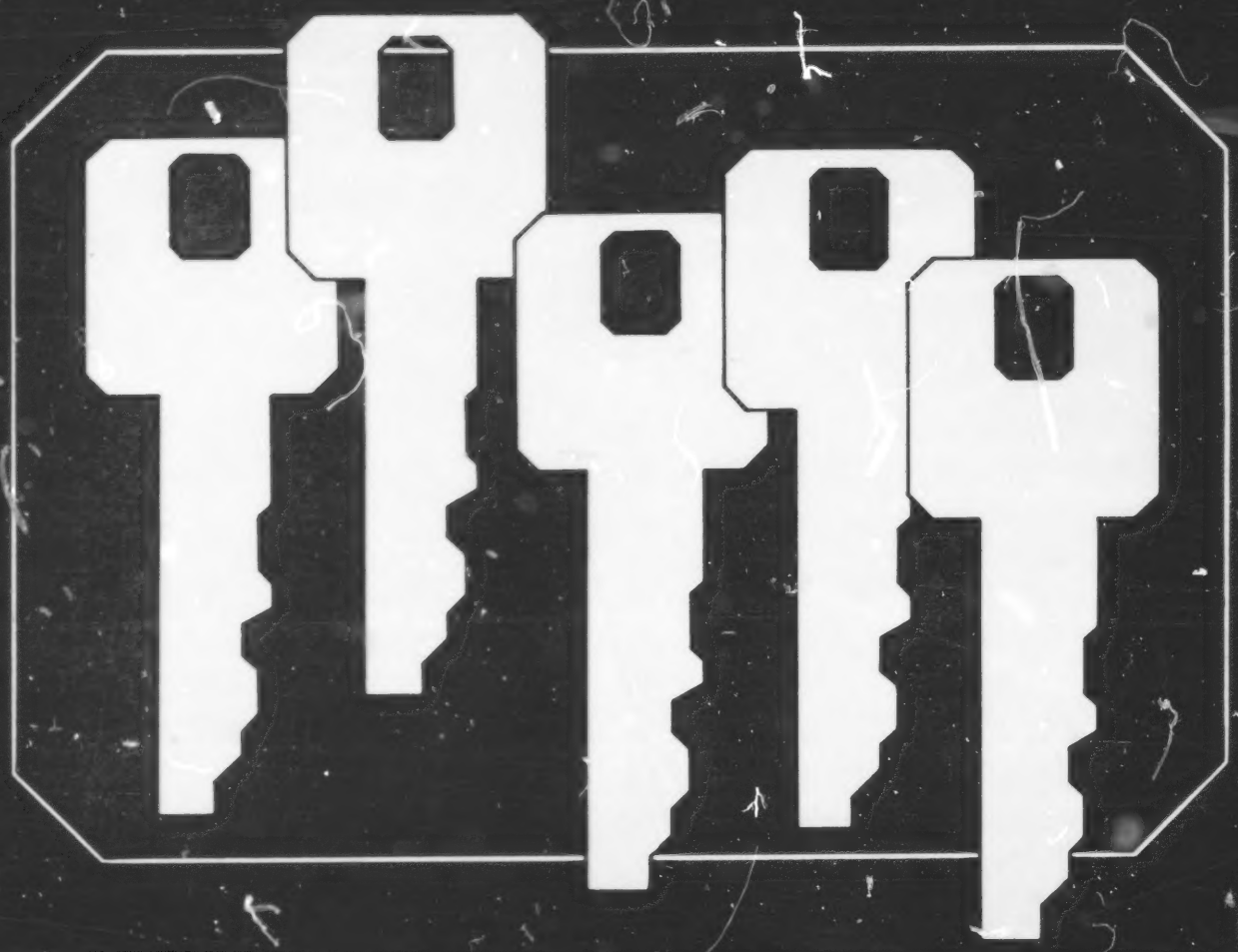
AUTHOR	Williams, Freddie L.
TITLE	Tutor Clients. Module CG C-2 of Category C--Implementing Competency-Based Career Guidance Modules.
INSTITUTION	American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO	ISBN-0-934425-14-0
PUB DATE	85
NOTE	84p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.
AVAILABLE FROM	Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Career Education; *Career Guidance; Career Planning; *Competency Based Education; Counselor Evaluation; *Counselor Training; Decision Making; *Guidance Personnel; Guidance Programs; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; Needs Assessment; Postsecondary Education; Program Development; Program Effectiveness; Program Evaluation; *Program Implementation; *Tutoring, Tutors

ABSTRACT

This module, one in a series of competency-based guidance program training packages, focuses on specific professional and paraprofessional competencies of guidance personnel. Modules in Category C suggest how to conduct, accomplish, or carry out selected career guidance program activities. The purpose of this module is to help career guidance personnel gain the skills needed to plan, implement, and evaluate a tutoring program. It begins with a section that presents the module goal and a listing of the six competency statements. An introduction gives an overview of the purpose and content of the module. The next section presents a reading (cognitive information) on each one of the competencies. Learning experiences related to the needed competencies follow. One learning experience exists for each competency (or cluster of competencies), and each may stand on its own. Each learning experience consists of an individual activity, individual feedback, and group activity. An evaluation section contains a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. A final section lists all references and provides annotations of related major resources. (YLB)

ED257988

Tutor Clients



U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

CE 044 453

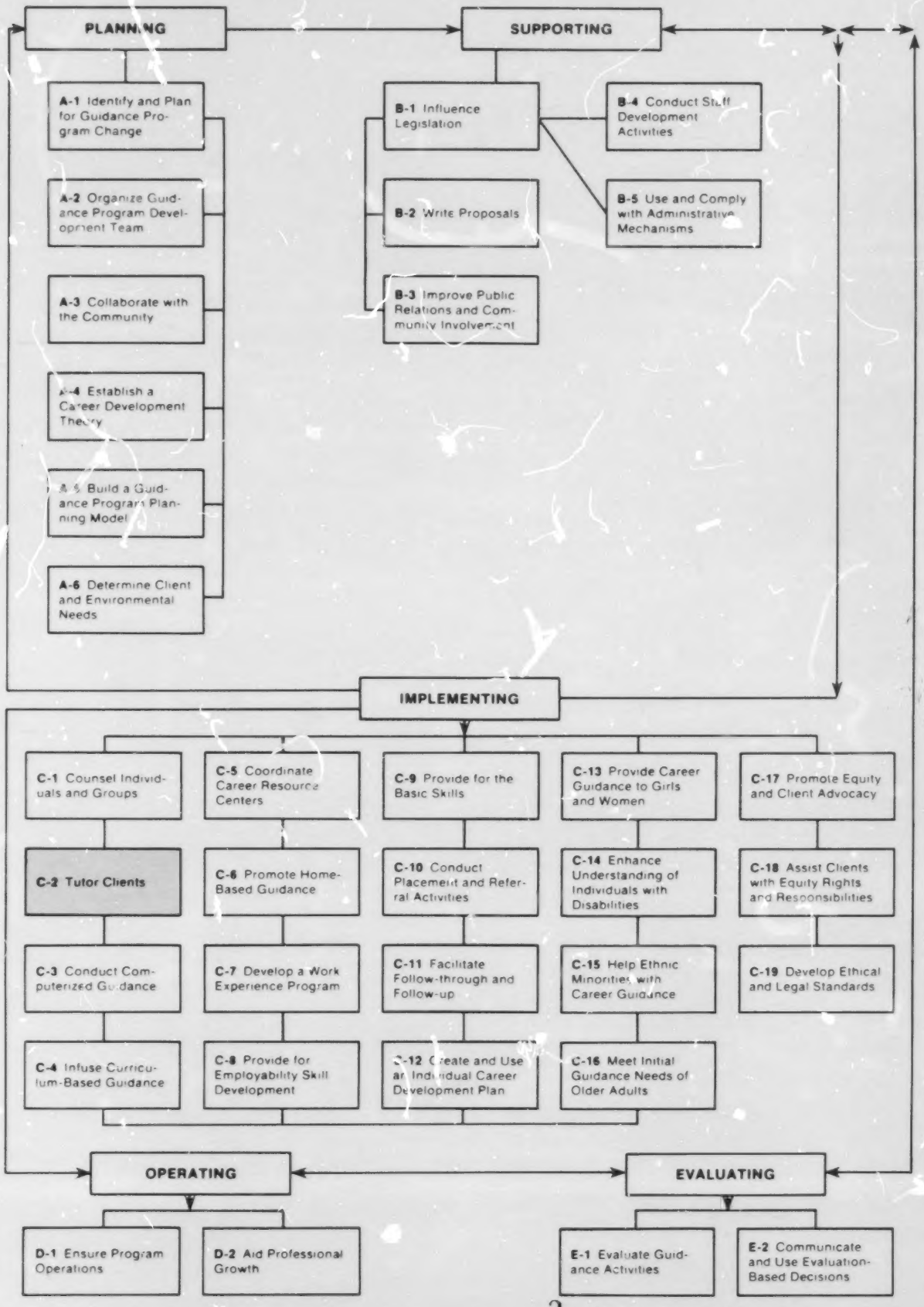
BELL + HOWELL
Publication Systems Division
Publication Products

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

H Dun

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

COMPETENCY-BASED CAREER GUIDANCE MODULES


PLANNING
A-1 Identify and Plan for Guidance Program Change
A-2 Organize Guidance Program Development Team
A-3 Collaborate with the Community
A-4 Establish a Career Development Theory
A-5 Build a Guidance Program Planning Model
A-6 Determine Client and Environmental Needs
SUPPORTING
B-1 Influence Legislation
B-2 Write Proposals
B-3 Improve Public Relations and Community Involvement
B-4 Conduct Staff Development Activities
B-5 Use and Comply with Administrative Mechanisms
IMPLEMENTING
C-1 Counsel Individuals and Groups
C-2 Tutor Clients
C-3 Conduct Computerized Guidance
C-4 Infuse Curriculum-Based Guidance
C-5 Coordinate Career Resource Centers
C-6 Promote Home-Based Guidance
C-7 Develop a Work Experience Program
C-8 Provide for Employability Skill Development
C-9 Provide for the Basic Skills
C-10 Conduct Placement and Referral Activities
C-11 Facilitate Follow-through and Follow-up
C-12 Create and Use an Individual Career Development Plan
C-13 Provide Career Guidance to Girls and Women
C-14 Enhance Understanding of Individuals with Disabilities
C-15 Help Ethnic Minorities with Career Guidance
C-16 Meet Initial Guidance Needs of Older Adults
C-17 Promote Equity and Client Advocacy
C-18 Assist Clients with Equity Rights and Responsibilities
C-19 Develop Ethical and Legal Standards
OPERATING
D-1 Ensure Program Operations
D-2 Aid Professional Growth
EVALUATING
E-1 Evaluate Guidance Activities
E-2 Communicate and Use Evaluation-Based Decisions

Tutor Clients

MODULE
CG
C-2

Module CG C-2 of Category C — Implementing
Competency-Based Career Guidance Modules

by Freddie L. Williams

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1985

ISBN 0-934425-14-0

Copyright © 1985 by The National Center for Research in Vocational Education, The Ohio State University. All rights reserved.

These materials were developed by the National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio; The American Association for Counseling and Development, Alexandria, Virginia; The American Vocational Association, Arlington, Virginia; The American Institutes for Research, Palo Alto, California; and the University of Missouri-Columbia, through contracts from the United States Department of Education, Office of Vocational and Adult Education; under the research section of the Educational Amendment of 1976 (P.L. 94-482). Copyright is claimed until full term. Thereafter all portions of this work covered by this copyright will be in the public domain. The opinions expressed, however, do not necessarily reflect the position or policy of the Department of Education and no official endorsement by the Department of Education should be inferred.

Published and distributed by **Bell & Howell Publication Systems Division,**
Old Mansfield Road, Wooster, Ohio 44691-9050. 1-800-321-9881 or in Ohio call (216) 264-6666.

BELL & HOWELL
Publication Systems Division
Publication Products

FOREWORD

This counseling and guidance program series is patterned after the Performance-Based Teacher Education modules designed and developed at the National Center for Research in Vocational Education, under Federal Number NE-C00-3-77. Because this model has been successfully and enthusiastically recieved nationally and internationally, this series of modules follows the same basic format.

This module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. The competencies upon which these modules are based were identified and verified through a project study as being those of critical importance for the planning, supporting, implementing, operating, and evaluating of guidance programs. These modules are addressed to professional and paraprofessional guidance program staff in a wide variety of educational and community settings and agencies.

Each module provides learning experiences that integrate theory and application, each culminates with competency referenced evaluation suggestions. The materials are designed for use by individuals or groups of guidance personnel who are involved in training. Resource persons should be skilled in the guidance program competency being developed and should be thoroughly oriented to the concepts and procedures used in the total training package.

The design of the materials provides considerable flexibility for planning and conducting competency-based preservice and inservice programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities, state departments of education, postsecondary institutions, intermediate educational service agencies, JTPA agencies, employment security agencies, and other community agencies that are responsible for the employment and professional development of guidance personnel.

The competency-based guidance program training packages are products of a research effort by the National Center's Career Development Program Area. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, and refinement of the materials.

National consultants provided substantial writing and review assistance in development of the initial module versions. over 1300 guidance personnel used the materials in early stages of their development and provided feedback to the National Center for revision and refinement. The materials have been or are being used by 57 pilot community implementation sites across the country.

Special recognition for major roles in the direction, development, coordination of development, testing, and revision of these materials and the coordination of pilot implementation sites is extended to the following project staff: Harry N. Drier, Consortium Director; Robert E. Campbell, Linda Pfister, Directors; Robert Bhaerman, Research Specialist; Karen Kimmel Doyle, Fred Williams, Program Associates; and Janie B. Connell, Graduate Research Associate.

Appreciation also is extended to the subcontractors who assisted the National Center in this effort. Drs. Brian Jones and Linda Phillips-Jones of the American Institutes for Research developed the competency base for the total package, managed project evaluation, and developed the modules addressing special needs. Gratitude is expressed to Dr. Norman Gysbers of the University of Missouri-Columbia for his work on the module on individual career development plans. Both of these agencies provided coordination and monitoring assistance for the pilot implementation sites. Appreciation is extended to the American Vocational Association and the American Association for Counseling and Development for their leadership in directing extremely important subcontractors associated with the first phase of this effort.

The National Center is grateful to the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) for sponsorship of three contracts related to this competency-based guidance program training package. In particular, we appreciate the leadership and support offered project staff by David H. Pritchard who served as the project officer for the contracts. We feel the investment of the OVAE in this training package is sound and will have lasting effects in the field of guidance in the years to come.

Robert E. Taylor
Executive Director
National Center for Research
in Vocational Education

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

BELL & HOWELL
Publication Systems Division
Publication Products

Bell & Howell, Publication Products, is one of two operating units that comprise Publication Systems Division. Based in Wooster, Ohio, Publication Products specializes in the production and reproduction of newspapers, periodicals, indexes, career information materials and other widely used information sources in microform, hard copy and electronic media.

ABOUT THIS MODULE

TUTOR CLIENTS

Goal

After completing this module, the career guidance personnel will have gained the skills needed to plan, implement, and evaluate a tutoring program.

INTRODUCTION 5

READING 7

Competency 1. Determine, through the use of needs assessment techniques, which clients are in need of individualized tutoring for career planning, decision making, and preparation 7

Competency 2. Obtain support for tutoring activities, make physical arrangements, recruit and train tutors, and set up a process for scheduling tutoring sessions 8

Competency 3. Describe in detail the content to be taught to clients through tutoring, such as potential life career roles, channels of entry into various careers, steps to follow in career decision making, strategies for career exploration, preparation, and placement, job interview techniques, and sources of career information 12

Competency 4. Plan and conduct a tutoring session that is based on the client's previously identified needs and that uses systematic instructional procedures and feedback for the client's responses 14

Competency 5. Coordinate and monitor tutoring activities, and resolve any issues or problems that occur 18

Competency 6. Evaluate tutor performance by assessing client progress and modify tutoring activities based on evaluation findings 24

LEARNING EXPERIENCES

1. Developing Needs Assessment Techniques 29
2. Obtaining Support for Tutorial Activities 37
3. Determining Content for the Tutoring 41
4. Planning Career Development Tutoring 55
5. Coordinating and Monitoring Tutoring Activities 61
6. Evaluating Program Effectiveness 67

EVALUATION 71

REFERENCES 79

ABOUT USING THE CBCG MODULES

CBCG Module Organization

The training modules cover the knowledge, skills, and attitudes needed to plan, support, implement, operate, and evaluate a comprehensive career guidance program. They are designed to provide career guidance program implementers with a systematic means to improve their career guidance programs. They are competency-based and contain specific information that is intended to assist users to develop at least part of the critical competencies necessary for overall program improvement.

These modules provide information and learning activities that are useful for both school-based and nonschool-based career guidance programs.

The modules are divided into five categories.

The GUIDANCE PROGRAM PLANNING category assists guidance personnel in outlining in advance what is to be done.

The SUPPORTING category assists personnel in knowing how to provide resources or means that make it possible for planned program activities to occur.

The IMPLEMENTING category suggests how to conduct, accomplish, or carry out selected career guidance program activities.

The OPERATING category provides information on how to continue the program on a day-to-day basis once it has been initiated.

The EVALUATING category assists guidance personnel in judging the quality and impact of the program and either making appropriate modifications based on findings or making decisions to terminate it.

Module Format

A standard format is used in all of the program's competency-based modules. Each module contains (1) an introduction, (2) a module focus, (3) a reading, (4) learning experiences, (5) evaluation techniques, and (6) resources.

Introduction. The introduction gives you, the module user, an overview of the purpose and content of the module. It provides enough information for you to determine if the module addresses an area in which you need more competence.

About This Module. This section presents the following information:

Module Goal: A statement of what one can accomplish by completing the module.

Competencies: A listing of the competency statements that relate to the module's area of concern. These statements represent the competencies thought to be **most critical** in terms of difficulty for inexperienced implementers, and they are **not** an exhaustive list.

This section also serves as the table of contents for the reading and learning experiences.

Reading. Each module contains a section in which cognitive information on each one of the competencies is presented.

1. Use it as a textbook by starting at the first page and reading through until the end. You could then complete the learning experiences that relate to specific competencies. This approach is good if you would like to give an overview of some competencies and a more in-depth study of others.
2. Turn directly to the learning experiences(s) that relate to the needed competency (competencies). Within each learning experience a reading is listed. This approach allows for a more experiential approach prior to the reading activity.

Learning Experiences. The learning experiences are designed to help users in the achievement of specific learning objectives. One learning experience exists for each competency (or a cluster of like competencies), and each learning experience is designed to stand on its own. Each learning experience is preceded by an overview sheet which describes what is to be covered in the learning experience.

Within the body of the learning experience, the following components appear.

Individual Activity: This is an activity which a person can complete without any outside assistance. All of the information needed for its completion is contained in the module.

Individual Feedback: After each individual activity there is a feedback section. This is to provide users with immediate feedback or evaluation regarding their progress before continuing. The concept of feedback is also intended with the group activities, but it is built right into the activity and does not appear as a separate section.

Group Activity: This activity is designed to be facilitated by a trainer, within a group training session.

The group activity is formatted along the lines of a facilitator's outline. The outline details suggested activities and information for you to use. A blend of presentation and "hands-on" participant activities such as games and role playing is included. A Notes column appears on each page of the facilitator's outline. This space is provided so trainers can add their own comments and suggestions to the cues that are provided.

Following the outline is a list of materials that will be needed by workshop facilitator. This section can serve as a duplication master for mimeographed handouts or transparencies you may want to prepare.

Evaluation Techniques. This section of each module contains information and instruments that can be used to measure what workshop participants need prior to training and what they have accomplished as a result of training. Included in this section are a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. The latter contains a set of performance indicators which are designed to determine the degree of success the participants had with the activity.

References. All major sources that were used to develop the module are listed in this section. Also, major materials resources that relate to the competencies presented in the module are described and characterized.

INTRODUCTION

If your agency is typical, you, as a career guidance team member, are probably responsible for the learning and development of several hundred clients. In some educational settings, the ratio between student and counselor is as high as 400 to 1. This **high ratio** and other factors, particularly **time constraints, do not permit** the guidance team member to **interact daily** on a one-to-one basis with clients. On the other hand, there is a great **need for individualization of career guidance** activities especially for those clients with special needs which cannot be met without continuous and close interaction with the counselor or instructor. So, how can this individualized service be provided? One viable **alternative** is the implementation of a **tutorial program** within your organization. If developed properly, a tutorial program can be an efficient, flexible, and inexpensive way of providing individualized guidance to a few or an unlimited number of clients. Think about it! The prospects for potential tutors offer many possibilities. And of course, there are always those clients who can use a little more assistance. Does your agency have any of the following people: teachers, counselors, administrators, parents, volunteers, clergy, students/clients, librarians, retired personnel, or community personnel? If so, you have a pool of potential tutors.

The type of tutorial program you can implement will be based on the following factors:

1. Setting characteristics
2. Age/grade groupings
3. Client characteristics
4. Career development needs
5. Agency support

There are **two** basic tutoring **approaches; cross-age** and **peer tutoring**. Cross-age is the approach in which the tutors are older, more experienced, or have mastered the skill(s) in which they will help the tutee. Peer tutoring is one where the tutor is the same age or level as the tutee. However, the tutors are more proficient in the skills they are to assist the tutee in gaining.

If a client is being tutored in the areas of career exploration, planning, or decision making, you would probably prefer an adult who has evolved through a fairly successful career path. However, this does not eliminate the possibility of having an effective program with peer tutoring. You might want to consider using older clients or instructors within your agency as tutors. Of course, if the age group or the population is not responsible enough to carry out tutorial activities independently, it is almost imperative that you use adult tutors. Circumstances will vary from one agency to another and it is important that you consider the advantages and disadvantages of one approach over another when selecting tutors.

In addition to skill development through individualized instruction there are many other benefits to the establishment of a tutorial program. Participants can develop a sense of belongingness, self-worth, and accomplishment. In fact, in the correctional setting, some tutorial programs have been focused on the affective learning of prisoners, as opposed to cognitive skill development. In any case, through tutoring you can improve attitudes and behaviors, as well as specific cognitive skills.

Developing Needs Assessment Techniques

Competency 1 — **Determine, through the use of needs assessment techniques, which clients are in need of individualized tutoring for career planning, decision making, and preparation.**

One of the major reasons for establishing a tutorial program is to provide a system for giving individual assistance to those clients who have difficulty in the career development process. Generally, your clients will have very clearly defined goals with respect to career planning and preparation. However, these goals may be grossly unrealistic in terms of their abilities. You will have other clients who exhibit problems in making decisions, seeking information, or stating what they value. A client who displays any of these problems may be a candidate for tutoring. It is important that some type of **assessment** be conducted that **validates the potential need** of the client. So, how do you determine which clients are in need of tutorial services? Needs assessment techniques and procedures are discussed in detail in the module CG A-6 *Determine Client and Environmental Needs*. The current discussion is limited to two general categories of assessment, formal and informal.

Formal Assessment

Formal assessments, for the most part, are those **commercial assessment instruments** that have been standardized, validated, and made available for a fee. These include personality and interest inventories, aptitude tests, and career development inventories. Perhaps your agency has some instruments designed to assess the career development needs of your clients. If so, you may have a plan in place for conducting various assessment activities. For example, some correctional institutions, as a part of intake procedures, administer an interest inventory as well as an aptitude test before making assignments to educational or counseling programs. These assessment instruments are used to provide the **data for developing specific objectives and activities** for the individual. Before conducting any type of assessment for tutorial programs, you should identify current assessment activities within your agency which might complement or enhance your efforts. You may be able to save valuable time and resources by using appropriate materials that are being used by others. If no formal needs assessment plans exist within your agency, you may want to consider the commercially prepared assessment instruments. There are a number of resource documents available that provide listings of a variety of needs assessment instruments. The listings include a description of the test, administration procedures, interpretation, usability, and grade/age level. For the most part, these instruments are intended as measures of typical human behavior and the results may appropriately be applied to assisting clients with self-understanding, career awareness and planning, and occupational/educational decision making. The following are just a few of the resource documents you may wish to consult regarding assessment instruments.

Selected Tests for Assessing Career Development
Indiana Career Resource Center
1201-09 South Greenlawn Avenue
South Bend, Indiana 46615

Center for the Study of Evaluation
Graduate School of Education
University of California
405 Hilgard Avenue
Los Angeles, California 90024

Tests in Print, O. Busos (ed.)
Gryphon Press, Inc.
220 Montgomery Street
Highland Park, New Jersey 08904

Informal Assessment

In addition to standardized assessment procedures, you also may use more informal ones such as **observations, interviews, and questionnaires**. These methods can provide additional insight into client needs as well as an opportunity for interaction with clients. When using informal assessment techniques, you should be aware of possible clues which might indicate the client's need for tutorial services. In addition to skill deficiency, other indicators of need may be--

1. lack of personal organization,
2. difficulty in remaining on tasks,
3. poor attitude,
4. frequent absenteeism,
5. lack of confidence,
6. poor health,
7. poor scholastic achievement, and
8. poor interpersonal skills.

Remember, a tutorial program can focus on the improvement of both cognitive and affective behaviors. **Simulation activities** are also effective in assessing the career development needs of clients. For example, observing the client's behavior in role play situations, interviews, or field trips can be a way of assessing career development needs of clients. Close attention to the clients' questions can give you a broader and deeper insight into their needs than formal assessment instruments.

Either or both approaches will determine which clients are in need of tutoring for career development. Each item or question should be related to a specific career guidance goal of your program. Naturally, this will be more difficult if you use standardized assessment instruments. In this case, you and other team members should review the instrument to decide the general goal areas to which the items or questions relate. For example, a goal may be as follows: Clients will be able to use the skills necessary to gather, organize, and evaluate information for effective decision making. The related item in the assessment process might require the client to perform the following tasks: (1) to list a number of information sources for career decision making; (2) to explain the steps involved in making a decision. You must have criteria by which to judge the client's response as acceptable or unacceptable. In order to consistently and readily identify client needs, those items or questions in which the client does not measure up to standard should then be translated into student performance objectives. This might read as follows: The client will be able to identify a number of information sources for career decision making.

All you have done is simply restated the standard of measure in behavioral terms. Now you are ready to design activities that will assist the clients and their tutors in achieving this objective. Ideally, you should pilot test the assessment instrument before using it with a large number of clients. Other questions you need to address are: (1) When will clients be tested? (2) Which items do not relate specifically to your program goals? (3) Where will clients be tested? (4) Who will be tested?

Obtaining Support for Tutorial Activities

Competency 2

Obtain support for tutoring activities, make physical arrangements, recruit and train tutors, and set a process for scheduling tutoring sessions.

Effective tutoring does not just happen. In order for your tutorial program to operate successfully, it must be planned, implemented, monitored, and modified systematically. During the **planning phase**, you should begin a **public relations campaign**. This would include pamphlets, newsletters, news articles, speaking engagements, or any other effective way of publicizing tutorial

activities to the general community. Even in a correctional or institutional setting, you should inform staff and clients of the program. The purpose of your public relations campaign is twofold: to solicit the support and involvement of important parties (staff, parents, administrators); and to develop a positive concept of the tutorial program. So how do you create a positive concept of a tutoring program? First and foremost, the program should not be referred to as a remedial activity. Major emphasis should be on the individualized nature of tutoring. For example, your project title might read "Individualized Student Learning," or "Career Development Tutorial Services." The program should be described at meetings and other public forums. You should stress such features, as the exploratory nature of the program, the benefits of participation in the program, and the future expansion plans of the program.

Parents and peers are significant persons to inform and involve in your tutoring program. **Parental involvement** will probably range from none at all to a significant level depending on your agency, and the age of your clients. Of course, if you are within a correctional institution or some type of live-in facility, parental involvement will likely be minimum. You should be aware, however, that in some educational settings, the permission of parents may be required for the client to even participate in tutoring activities. Perhaps your agency may use a parent as a tutor. If you are a church organization, the entire program may be built around parents of minors. Whatever the case, parents play a major role in the career development of their offspring, so why not put that influence to work in a positive way through your tutorial program.

Before launching your public relations campaign, A letter should be written to parents of minors explaining the program to them. The letter should contain the following information:

- Purpose of the program (positively stated)
- Explanation of procedures
- Dates of implementation
- Evaluation Plan (Simply stated)
- Encouragement of visitation

Making Physical Arrangements and Scheduling

Another important planning consideration is the **arrangement of space allocation** for the tutorial sessions. Since it is conceivable that many career development activities may take place in the community and places other than the "home setting," you should make arrangements for each tutor/tutee pair to have space for "in home" activities. Perhaps, one of your tutors is a salesclerk for a nearby retail merchant. It is conceivable that some of the tutorial sessions might take place at the place of employment. It is important to have some space at the home setting for the initial and some of the subsequent tutorial meetings.

If at all possible, you should not change the meeting place for any tutor/tutee team once it has been established. This rule also applies to the **time of the meeting**. For the sake of other class or activity schedules, you should consider it a necessity to have teams meet on a given day at the same time. One of the most appropriate times is when nonparticipants of the tutorial program are involved in other activities. A very important rule of thumb for you to remember is never to schedule tutoring sessions during highly preferred activities of any kind. Tutors and tutees should not be penalized by having to attend a tutoring session, instead of a preferred activity.

Space can be a major problem, if not planned carefully and cooperatively with others. Space assignment, undoubtedly, will be based primarily on room availability as well as tutor and/or tutee schedules or other commitments. If you have tutoring sessions operating concurrently, a few teams may be assigned to the same room, if it is large enough to accommodate them. It is also a good idea to separate space by using partitions. Spaces should not be assigned where others are studying, because this can be distracting to everyone. As many as ten or more teams can be assigned to a medium sized room; however, participants may require a few sessions to adjust to the distractions around them.

If staffing and resources permit, you should **use monitors for tutorial sessions**, particularly when you are using a peer tutoring approach. The monitors can and should provide feedback to tutors on tutoring procedures, as well as assist with problems which might arise. Monitors can help the overall operation of the tutoring program run smoothly, and relieve the coordinator of various

routine duties. If you decide to use monitors as a part of your program, scheduling must be planned around their availability. Staff members and parents make very good monitors.

Some additional areas of concern which need to be addressed in relation to scheduling are these:

- When will tutor training workshop sessions begin and end? On what day of the week and at what time will the workshops be held?
- How long will tutoring go on? Tutoring should not be an indefinite process that lasts as long as there is an interest and positive results. Tutoring should be planned for a specific time period, such as six weeks, eight weeks, ten weeks.
- How long a time period will there be between tutoring cycles? How much time should be allocated for program evaluation? The answers to these questions relate to the schedule of operation for your agency.

Recruiting and Training

Assuming you have conducted an outstanding public relations campaign, you should have no problem in recruiting tutors.

If you have created a positive climate for the program, participants will be be eager to become part of it. If you have informed community representatives of the purpose and objectives, as well as the benefits of participation, then you should have few problems in recruiting. Colleagues, community people, and parents should all be recruited in a well planned effort.

Primarily, you should depend on the services of **volunteer tutors**; however, in some cases general solicitation of tutors in newsletters or meetings may be necessary. In some cases, you may have to **personally call** on specific **individuals** to engage tutors. In any case, you should have some general **criteria for tutor selection**. For example, does the tutor appear to have the ability to establish a friendly relationship? Is the tutor an independent worker? Is the tutor responsible? Initially, your answers to these questions will probably be very subjective because of limited contact with the tutor. However, later you or the tutor monitor will want to assess the tutor's effectiveness in certain areas. Sample 1 is an example of an observation form.

If you are using students or peer tutors, you may want to prepare a checklist of appropriate procedures for them to observe and record during a demonstration session. On the other hand, if you are using professional staff members from your agency as tutors, it may be more appropriate to provide them with less structured procedures and fewer workshops. It is important for you to provide some general procedural guidelines to all tutors. Some additional topics for you to include in tutorial workshops follow.

Record-Keeping

Explain the record-keeping system. Try to keep it as simple as possible. For example, you may want to require a **daily log** of activities; or a **skills checklist** which identifies the learner's performance objectives and the tutor's evaluation of them. Another record-keeping method, though more extensive, is to list tutee **performance objectives** and the **activities** through which the tutor leads the tutee in reaching the objective.

Background Information

Explain the general career maturity, and other general characteristics of the tutees.

General Techniques

Explain some general **instructional techniques** such as role playing, brainstorming, questioning, and discussing. An important point you will want to stress is that the tutor should attempt to do as little talking as possible and avoid giving answers directly to the tutee.

Sensitivity Training

Explain **human relations techniques**, specifying those required to work with tutees who have special needs. Demonstrate ways of putting the tutee at ease and how to provide positive reinforcement and praise at the appropriate times. In the final analysis, no matter how rigid or well executed your tutorial procedures are, the factor that will make the most difference is the tutor's ability to communicate and get along with the tutee. It is important that you not create negative impressions or low expectations of tutees by overgeneralizing or stereotyping them. Remember, any pertinent information which can aide potential tutors

Sample 1

Tutor Observation Form

Yes ___	No ___	A.	Does tutor **ESTABLISH A FRIENDLY ATMOSPHERE?** (Call learner by name, smile, act friendly.)
Yes ___	No ___	B.	Does tutor **SUPPORT LEARNER?** (Praise for correct answers, handle errors positively.)
Yes ___	No ___	C.	Does tutor **ENCOURAGE INDEPENDENCE IN** the learner? (Help find answer instead of giving it, praise the learner for following steps without being told.)
Yes ___	No ___	D.	Does tutor **TAKE RESPONSIBILITY?** (Deal with problems, arrive on time, perceive his/her own strengths and weaknesses, ask for help when necessary.)
Yes ___	No ___	E.	Does tutor **FOLLOW TUTORING PROCEDURES?**
Yes ___	No ___	F.	Does tutor have some **MASTERY OF CONTENT** for tutorial sessions?

in becoming more effective in tutoring is worthy of sharing.

The chances of improving tutor effectiveness are increased when **staff development** activities are thoughtfully planned. The processes for developing effective training activities are dealt with in detail in the module CG B-4 *Conduct Staff Development Activities*. The following are a few factors and considerations that are essential to tutorial workshop sessions.

What basic information should be presented at initial **workshop sessions**? At this point it is assumed that your clients' needs have been identified, tutoring objectives have been developed, and activities or procedures for meeting the objectives have been identified. The number of sessions and materials presented will depend a great deal on the type of tutors you are using for your program. For example, if you are using peers to serve as tutors, the focus of at least a portion of the first workshop session will focus on proper conduct, and on the development of structured tutoring procedures. Use discretion in determining your in training tutors. The following list contains general basic requirements that must be communicated to tutors during the training and can serve as topical areas for the workshops. They are stated in behavioral terms.

1. Tutors should know the learners with whom they will be working.
2. Tutors should know the learner objectives.
3. Tutors should have some background knowledge of the tutees' problem.
4. Tutors should know ways of creating successful experiences for the tutees.
5. Tutors should know the procedures they are to use in assisting the tutees.

Your subsequent training sessions should focus on presenting tutorial techniques. For example, you will want to demonstrate the contrast between a tutorial session and a lecture presentation. The purpose of comparing these two methods is to dramatize the drastic differences in the two styles. You should have experienced tutors role play these demonstrations. The demonstrations should be based on a written script and rehearsed so that basic differences in the procedures are apparent. Another session will focus on tutorial procedures. You will want to be careful in designing your tutorial procedures. First, you should examine the knowledge and background of your tutors to decide how structured your tutorial activities should be.

Determining Content for the Tutoring

Competency 3

Describe in detail the content to be taught clients through tutoring, such as potential life career roles, channels of entry into various careers, steps to follow in career decision making, strategies for career exploration, preparation, and placement, job interview techniques, and sources of career information.

What purpose does a **plan** in a tutorial program serve in the overall operation of the program? First, it provides an opportunity for **early interaction** between the tutor, coordinator, monitor, and the person ultimately responsible for the client's career development skills. In most instances, this will be a teacher, counselor, or caseworker. Ideally, you should involve all concerned parties in the development of the plan. Secondly, the plan provides **direction** for the tutor/tutee pair as they proceed through tutoring activities. It can serve as a lesson plan for the tutor. Additionally, an **evaluation plan** can be developed around the tutorial plan. If properly written, specified outcomes or expectant behavior can provide continuous and systematic feedback for the tutor.

Previously identified needs should serve as the foundation for your plan. These needs, translated into learner performance objectives, relate to the overall program goals. Additional components of the plan include the activities to be carried out, equipment and materials, and expected outcomes. Sample 2 presents a format and suggests various parts of an ideal plan.

Sample 2

Sample Individualized Tutoring Plan for Career Development

Date _____

Client's Name _____ Tutor's Name _____

Support Personnel _____, _____, _____

Client Goal	Short Range Expectation	Proposed Activity	Resources Needed	Time Consideration	Expected Outcomes	Methods of Determining Success
Example Need to develop improved career planning skills and follow-through commitment						

Suggested Areas of Content

Any tutoring service needs to be related to a specific aspect of the client's career development. How do the clients obtain the sufficient inputs for their career decisions? Information and assistance in career decision making normally provided by the counselor, vocational teachers, and outside community resources such as industry and business can be supplemented by the tutor. To implement tutoring in a comprehensive career development program, the agency's program must reflect a **career development model or base**. Career development content provided by the tutor would include the following areas: self and environment, world of work, career planning and preparation, and employment and work adjustment skills.

Self and Environment. At any grade or age level clients will have had accumulated and used significant **data about themselves and the world of employment** and have been trained to relate the two. Clients must now take what they know about themselves and expand their skills and knowledge on a planned basis. Through courses taken in school, released time, planned work experiences, and observations, the client should have the opportunity to--

1. feel work satisfaction through work;
2. see how one's occupational choice is important to life style;
3. experience the adjustments necessary in moving from job to job and employer to employer;
4. form a meaningful profile of self that is reflected and verified through live testing on the job;
5. see the importance of interpersonal relationships on the job, including respect for other employees and their employers; and
6. experience the value of group cooperation in a work setting.

World of Work. Large numbers of youth and adults will be employed in occupations that are not existent today. Therefore, instead of a strong emphasis on existing occupations, more attention should be devoted to a **broad understanding of the work world** in terms of--

1. examining positive and negative attitudes toward work;
2. examining work values;
3. understanding change and its effect on continual occupational growth;
4. being familiar with the effects which economic conditions have on the world of work;
5. being aware of political factors that determine job changes;
6. realizing the benefits and restrictions of a variety of occupations;
7. developing an understanding of the existing and changing structure and nature of national, state, and local work force composition;
8. witnessing workers performing and observing the work conditions;
9. understanding the societal influences on job choice and performance such as family, peers, and community;
10. studying intensely a wide variety of occupations through the employer's assistance;
11. becoming familiar with the common language used in a chosen occupational field;
12. understanding how specific job tasks fit together to form a saleable product or service;
13. generalizing what job tasks individuals can perform best and what shortcomings they may have discovered; and
14. understanding the economic principles of consumer, producer, and income earner.

Through tutoring assistance, items 10-14 will provide the client with the foundation, aptitude, understanding, and purpose to relate the basic concepts of the world of work to real-life situations when allowed to observe or experience work.

Career Planning and Preparation (Education and Training). The client might need to be trained in the methods of **career research procedures**. With the aid of the tutor, counselors, and others the client should be assisted in the use of this

research skill in the home, school, or agency setting. More specific education and training data should be made available and skills developed to enable the client to assimilate them correctly. In order to accomplish this task, all clients, with the aid of the tutor, should have numerous opportunities to talk personally to union representatives, postsecondary private and public education personnel, and community personnel managers.

The clients will then be better prepared to plan more realistically because they will know the requirements and competencies needed for employment or further education and training.

Finally, as an element of sound planning for education, training and work, the tutor can assist the client in gaining increased knowledge or competency in the following areas:

1. Education and training programs available in their interest area.
2. The local employment service agency and the services it offers.
3. Job requirements, labor laws, union rules and regulations.
4. Other manpower training programs available in the community and state.
5. Where to apply for further education and training programs in the community and state.
6. Entry level job skills and requirements for higher education.

Employment and Work Adjustment Skills. Another major element of career planning and preparation is employment and work adjustment skills. From the first step the tutees take in their career development preparation, the **basic employability** skills should be taught. The tutees have to be made aware of the importance of their personal attitudes, habits, and expectations of others such as teachers, future employers, and fellow employees.

In summary, during the course of working with career development tutoring, the tutee needs to gain job searching techniques, interview techniques, and experience in behavior modification, if necessary, for successful job performance and maintenance. An appropriate number of job interviews and tutee employer-employee experiences must be provided before the tutee can fully experience success from the tutoring relationship.

Planning Career Development Tutoring

Competency 4

Plan and conduct a tutoring session that is based on the client's previously identified needs and that uses systematic instructional procedures and feedback for the client's responses.

There are some **general behaviors** which the tutor must learn to perform consistently, naturally, and accurately. The following rules indicate some general procedures that should increase the overall effectiveness of the tutorial program as well as create some type of a balance among tutors. These procedures have applicability to the novice tutor as well as those who may be experienced.

General Procedural Goal. The tutor, given a question, problem, or task previously performed incorrectly by the tutee, will, through a series of activities and questions, help the tutee arrive at a correct, or more appropriate or knowledgeable answer.

Rule 1. The tutor should not simply provide information directly to the tutee. Instead the tutor should assist the tutee to answer the question or seek a solution independently.

Rule 2. Once the tutee performs a task or answers a question correctly, praise or reinforcement should be given immediately.

Rule 3. When the tutee does not understand a question, fact, or concept, the tutor should attempt to clarify or guide the tutee through some relevant questioning.

Rule 4. When the tutee gives an incorrect or inappropriate response the tutor should ask for an explanation using directive questions.

Rule 5. The tutor should demonstrate an activity or task to the tutee, by asking questions rather than provide explanations.

Rule 6. The tutor should never demonstrate any disapproving behavior or actions to the tutee. The discussion between the tutor and tutee should be friendly, personal, and conversational, rather than formal.

Implementing the Tutoring Session

Up to this point, you have (1) selected a coordinator or assumed the responsibility yourself, (2) recruited tutors, (3) identified tutees through needs assessment procedures, (4) selected monitors, (5) matched tutor-tutee pairs with monitors, (6) developed tutoring content plans, (7) provided training for the tutors, and (8) pilot tested the program on a small scale. Once these main functions have been carefully planned and executed with the support and input of tutors, monitors, parents, and other staff members you are ready to actually implement your tutorial program.

The **initial meeting** between the tutor and tutee is a very important step. During the first meeting the tutor should attempt to engage the tutee in "ice-breaking" conversation. Later, as the tutee and tutor become more comfortable with the relationship and if time permits, some tutoring should take place before the session ends. The tutor should not attempt to complete all the activities, but should focus on establishing rapport with the tutee. After the initial session, the tutor monitor should provide feedback or critique the session. You should remember that close monitoring might be necessary during the first group of tutorial sessions. Therefore, if you are working with a limited number of monitors, you will want to consider staggering tutoring sessions.

Another important consideration for your actual implementation is a **follow-up** discussion meeting so tutors can meet one another to discuss problems, ask questions, or simply provide support. These meetings should be held more frequently during the initial sessions. These meetings though important, should not be forced upon tutors from outside your agency who are probably already committing as much of their time as possible. During this implementation phase, it is also important that some attempt be made to identify those **tutors** who might need remedial guidance. Remember, the initial assignment of tutor and tutee should not be considered permanent. If a tutor is not effective and constructive criticism and other types of feedback do not seem to correct the problem, that person should probably be relieved of the assignment.

During the first few weeks of the implementation phase, a certain amount of confusion and unanticipated problems should be expected. The actual sessions between the tutor and tutee should proceed normally if the training and orientation have been carried out properly. However, the overall operation may have some minor difficulties until everyone adjusts to the program. The person responsible for the referral of the tutee should also be accountable for all of the record keeping as well as providing tutoring materials.

Tutoring Interview Suggestions

The interview is designed to promote individual development. It can be used to introduce, to inform, to assess, to evaluate, or to change or modify behavior. Program and individual needs dictate its form. No procedure is more commonly used by a counselor or tutor than the interview, and no procedure has more potential value when properly used. The interview can be regarded as a conversation between two people in which the tutor is attempting to understand and assist the tutee. The interview is distinguished from ordinary conversation because it is purposive in nature. Its purpose should be clearly recognized by both parties. When it is clearly designed for a particular purpose, and techniques are employed that are consistent with such purposes, the interview is the best technique that the tutor can employ. The following are a few suggestions concerning verbal and nonverbal techniques in the tutoring process. The correctness of a response or lead is contingent upon its appropriateness to the purpose for which it is used.

Frequently it is the desire of the tutor to get the tutee to take responsibility for the topic of discussion or to say more about a topic. Responses which typically facilitate these results include acceptance, clarification, reflection restatement, and silence.

These response techniques are particularly useful early in the interview process because typically the tutee does not say enough to give an adequate picture of the concerns.

Acceptance. This is a nondirective technique by which tutors can indicate that they are interested in and accepting of what the tutees are saying without interrupting the trains of thought or speech. This technique involves both the provision of nonverbal and verbal cues by which the tutor tries to encourage the client to continue. Verbal cues include a brief yes, uh-huh, I see, go on, and?, then? Nonverbal cues include nodding, appropriate facial reactions, eye contact, and gestures which beckon.

Clarification. With this type of response, tutors verbalize what they think the clients are trying to say in an effort to clarify or simplify, or provide focus to the clients' communication. There are several types of clarification which are effective in relationship building.

Clarification of affect is a technique through which the tutor focuses on the affective dimensions of what the tutee has said. Generally, it has the impact of reinforcing discussions or clarifying emotions.

Through **clarification-cognitive** technique, the tutor focuses on the cognitive or factual aspects of what the tutee has said. The tutor reinforces and thereby encourages discussion of factual matters. This technique is often used when it does not seem appropriate to talk about underlying emotions.

Through **clarification-semantic** technique the tutor tries to understand the tutee's message. This procedure is usually employed when there is a language gap between the two.

Summary clarification technique is used when it appears to the tutor that a topic has been sufficiently covered. The tutor organizes the essence of what the tutee has said. The usual result is closure on that topic if it adequately covers the tutee's concerns.

Reflection. Reflection is discussed in detail under the heading of exploratory responses. Reflection is a technique that serves several purposes. It encourages talk and also leads the client to explore his feelings and behavior. In using this response the tutor attempts to mirror the feelings of the tutee.

Restatement. This is a technique which essentially involves mirroring the verbal expression of the client by restating what has just been said. If done attentively and in an accepting way, it encourages the tutee to continue in the same vein.

Silence. In our culture, silence is an unexpected response during a verbal encounter. The "silent partner" puts pressure on the other to continue speaking. In guidance it can be used appropriately to encourage talk if the tutor silently demonstrates attention, acceptance, and the expectation that the client should continue.

General Leads. General leads are statements or questions the tutor uses in order to get the client started or to get the person to address a different subject. General leads serve to suggest a possible topic or introduce a new topic which the tutor believes to be relevant. Frequently, general leads follow a summary clarification.

Generally, if the tutors want tutees to begin from their own frames of reference, the broader the lead, the better. For example, by asking the question "How are things at home?" The tutee is provided the opportunity to discuss anything of concern regarding the home situation. If the tutor had wanted to know about the client's relationship with parents then the lead would have more closely focused on that issue.

Exploratory Responses. Exploratory responses involve responses which tutors employ to get clients to look closer at themselves and perhaps explore feelings and ideas in more depth than they would otherwise. Exploratory responses include reflection, selective reflection, probing, diagnosis, tentative analysis, misinterpretation, projection, and interpretation.

Techniques Designed to Facilitate Tutee Change

In addition to the techniques already given, there are a number of responses that the tutor can use when the purpose of the interview (or part of the

interview) is to bring about behavioral change on the part of the client, or to change the clients frame of reference. These techniques are generally more directive than the responses classified under talk encouragement or self-exploration. They include reassurance, approval, advice, information giving, illustration, suggestion, and urging.

Reassurance. This is a technique which the tutor employs in an effort to make the client feel better or to **reduce anxiety** or concern on a particular topic. It can be used to avoid talking about particular topics. Care should be taken in using the reassurance technique because it might be judged to be a rejection of the client or the concern. On the other hand, if used properly it can be effective in reducing anxiety.

Approval, Reinforcement. This is a technique whereby the tutor attempts to influence the tutee's behavior by **expressing approval** of something the tutee has said or done. If there is a strong relationship between the two parties reinforcement tends to increase the probability of reoccurrence. If it involves some topic, reinforcing what is said will usually keep the interaction in that vein. If it is behavior, it is likely that the behavior will be repeated.

Advice. Advice is the technique whereby the tutor **suggests actions** for the tutee. In many cases, advice is received negatively by the tutee. As a result, giving advice is often viewed as inappropriate in tutoring because it seems to undermine the independence of the tutee. However, advice giving is a very complex process. The appropriateness of advice is contingent upon the individual case. Sometimes the client is under the gun and is faced with an immediate choice which does not permit the adequate exploration of alternatives. At such times, the tutor can give advice and assume some of the responsibility for the decision. At other times, the tutee's choice will definitely have negative consequences. When this is the case, a tutor who is reluctant to give advice may indeed be remiss in his/her duty. Whether or not the adivce is accepted and acted upon by the client depends on how the client perceives the tutor.

Information Giving. Information giving, as it relates to the tutoring process, involves the **supplying of information** that is not known to the client or not readily available elsewhere. Providing too much information during the session often sets the tutor up as an information source and frequently reduces the opportunity to discuss the personal side of the information. When factual information has a direct bearing on the client's problem or concern, it should be given during the session.

Illustration. The tutor attempts to give the tutee **an example** in order to suggest ideas or courses of action which might be followed. Such illustrations might be personal from the tutors own background or hypothetical. The impact of such illustrations are very dependent upon the situation and the case in question. If the relationship is strong and the tutor uses a personal illustration, it can be very powerful because it does not allow the tutee freedom to accept or reject the illustration without risking offending the tutor. On the other hand, a hypothetical illustration allows the tutee more latitude to accept or reject the ideas that are incorporated.

Suggestion. Suggestion as a response is similar to advice, except that the tutor only **interjects** some possible courses of action for the client. Thus, the tutor does not directly tell the tutee what to do. The client then has more latitude to accept or reject the suggestions.

Urging. This response procedure is related to the giving of advice. The tutor makes a concerted effort to get the client to **follow through** on the advice given. Its impact on the tutee is contingent upon the relationship between the two parties.

The above categories are not mutually exclusive. Some responses encourage talk and encourage the client to explore self. Reflection is an excellent example of a technique that serves both purposes. Furthermore, self exploration sometimes leads to behavioral change or self change. Consequently, response techniques like reflection can lead to behavioral change. Thus, any particular response may encourage talk, lead to exploration of self, or lead to behavioral change in the presence of the tutor. The tutor should not be limited to the use of techniques in only one of the several categories. Human verbal interaction is as complex as the individuals engaging in it. Thus, the tutors with a repertoire of response techniques can adapt more readily to the uniqueness and complexity of the individual with whom that they are working.

Coordinating and Monitoring Tutoring Activities

Competency 5 — **Coordinate and monitor tutoring activities, and resolve any issues or problems that occur.**

The coordination and monitoring functions imply that the tutoring program has (a) job descriptions, (b) supervision and management policies, and (c) procedures. The following are overviews of these areas.

The following are tasks of the monitor of the tutoring program:

1. Complete appropriate records regarding date, name, material covered, and comments on tutoring session.
2. Follow plans given by counselor or teacher.
3. Provide encouragement to the tutor.
4. Attend all training sessions.
5. Attend all follow-up sessions conducted by supervisor.
6. Follow step-by-step procedures for the learning and practice of a specific skill.
7. Provide encouragement and appropriate feedback to clients.
8. Serve as a broker of information and referral advocate.

The following are some of the supervision goals and activities that are key to a well planned and managed tutoring program.

1. Keep program current based upon evaluation and keep the school and community informed
2. Continously monitor the progress of the tutors and the tutoring
3. Supervise the continous program evaluation
4. Arrange for the resolution of any problems
5. Arrange for the training of program participants
6. Schedule the tutoring sessions
7. Recruit tutors
8. Arrange for the space, material, and equipment needs of tutors
9. Help determine the specialized needs of possible and current clients
10. Solicit agency and community support for the program

Samples 3-7 suggest ways in which tutoring program activities can be well planned and documented. These samples were taken from *Peer Tutoring--A Model Program*, Indiana Department of Public Instruction, 1977.

Sample 3

Peer Tutoring Program
Identification of Clients with Special Needs

Date _____ Tutor's Name _____

Subject _____ Supervisor's Name _____

Time _____

If you have clients with the following traits, please list them in the proper blanks. It is quite possible for some clients to fall into more than one category. If this happens, please indicate them by starring their names as they appear. Thank you.

1. **Lack of Organization**

_____
_____
_____
_____

(Loses assignments, frequently comes to class without materials, does not have any method of keeping track of what assignments are made, cannot find specific items which he has had, e.g., spelling lists, maps, mimeographed materials)

2. **Difficulty in Remaining on Task**

_____
_____
_____
_____

(Does not begin working when others do, frequently gets out of seat, is inattentive, talks to neighbors instead of working, does not complete assignments, is easily distracted, short attention span)

3. **Poor Attitude Toward Learning Activities**

_____
_____
_____
_____

(Complains about working, becomes angry easily, easily discouraged, uncooperative, inattentive, refuses to work, shows little interest in learning, may have poor attendance)

4. **General Skills Deficiencies**

_____

_____

_____

_____

(Behind grade/level of achievement in more than one area, unable to follow directions, reading below grade level, unable to work independently, slow learner, usually receives low grades)

5. **Particular Skill Deficiencies**

_____

_____

_____

_____

(Can usually function well in the regular group instruction but needs some extra help on a particular skill, e.g., handwriting, spelling)

Sample 4

Peer Tutoring Program - Tutoring Session Record Sheet

Client's Name _____ Grade _____ Supervisor _____

Tutor's Name _____ Grade _____

Date of Session	Assignment	What Completed	Comments

Sample 5

Peer Tutoring Program - Lesson Plan for Tutoring Session

Name of Lesson _____ Tutor _____

Supervisor _____

Goal:

Procedure:

Sample 6

Peer Tutoring Program - Daily Progress Checklist

Use symbols + for acceptable, - for unacceptable and DNA for does not apply

Date	Supervisor	Brought Materials	Started Work on Own	Turned in Assignments	Completed Assignments Satisfactorily	Worked Well Independently	Exhibited Acceptable Behavior

Sample 7

Peer Tutoring Program - Parent Information/Permission Form

Date _____

Student Name _____ Grade _____

At _____ School we recognize that most children need individual help at various times in addition to the group instruction they receive. Teachers give as much of this individual help as possible but time and the number of students do not permit one individual to provide as much one-to-one interaction as is desirable. Tutoring is one method of providing some individual help to supplement the instruction received in the group. It is a process that is beneficial for the tutor as well as the tutee because of his opportunity to assume responsibility and make an important contribution. When tutoring can be made available, the classroom teacher selects students to participate as tutees based upon their particular needs.

Students who volunteer to tutor are given special training in tutoring skills. The time that they tutor is time that would ordinarily be spent in a study hall or is time that their teacher has released them from the tutoring activity. A student would usually tutor two times per week for approximately 30 minutes, although some students tutor as many as four days per week. Students work on various skills in the tutoring sessions, examples might include study habits, organizational skills, spelling words, reading skills, or vocabulary. Service as a tutor is voluntary and may be terminated by giving the sponsor a week's notice. We appreciate the service the tutors provide and give recognition to regular tutors by a special award at the end of the year.

Your son/daughter has chosen to participate in the program as a tutor, tutee. If you have questions or concerns about his participation, please call us and we can discuss this.

The supervisor of the program is _____ and the number to call is _____

If you approve of his participation, please complete the blank below and have your student return the slip to the program supervisor. Thank you for your cooperation.

My son/daughter _____ has my permission to participate in _____ School's Peer Tutoring Program.

Date _____ Signature _____

Evaluating Program Effectiveness

Competency 6

Evaluate tutor performance by assessing client progress and modify tutoring activities based on evaluation findings.

In order to continually improve and upgrade the tutorial program, you should plan to conduct or have an evaluation at the end of each cycle. A cycle should be planned for a specific time period such as four weeks, eight weeks, ten weeks. Module CG E-1, *Evaluate Guidance Activities* discusses in detail the steps and procedures to be used in program evaluation. For the purposes of tutoring, you will be concerned with four basic evaluation steps. The results can be used as means of gaining information and making important decisions about the program. A good time span for this program evaluation is the two week period following each cycle. Also, you should realize the importance of collecting data and summarizing it as it becomes available during tutoring sessions. The following steps are suggested for evaluating a tutoring program.

Step 1. Prepare instruments which assess the attainment of objectives and participants' reactions to the program. The samples 8, 9, and 10 present methods for achieving this step.

Step 2. Collect and summarize data. After the evaluation instruments have been administered to the target groups, you should score them. A prepared summary of data should be developed that points out strengths, weaknesses, and positive recommendations for improvement. Sample 11 contains an example of a summary checklist.

Step 3. Present results to the steering committee or constituent groups and make decisions. This group of people should be presented the summarized data and discuss ways of building on strengths and improving deficient areas. Finally, decisions should be made concerning program modifications for the next cycle, which might even include the preparation of new evaluation instruments.

Step 4. Dissemination of reports and decisions requires a written project summary or report to be shared with tutors, parents, and community members.

Sample 8

Learner Evaluation Form

Referrer's Name _____

Client's Name _____

	Tutor's Rating Satisfactory	Referrer's Rating Unsatisfactory
Objective		
The client will be able to decide three careers which fit personal interests and abilities and provide a rationale for each.		
_____	_____	_____
_____	_____	_____

Sample 9

Tutee Questionnaire

	Yes	No
1. Did you like working with a tutor?	___	___
Comments:		
2. Is your tutor friendly?	___	___
Comments:		
3. Would you like to continue in the tutoring program?	___	___
Comments:		
4. Would you like to have a different tutor?	___	___
Comments:		

5. Do you think tutoring has helped you in better deciding about your future career plans?

6. What do you **like** most about the tutoring program?

7. What did you **dislike** most about the tutoring program?

Sample 10

Tutor's Questionnaire

1. Were you given sufficient training in order to carry out your tutoring duties?

   Yes Undecided No

   Comments:

2. Did you have any problems or conflicts with the tutee?

   Yes Undecided No

   Comments:

3. Did you find adequate ongoing support and materials from monitors, coordinators, counselors, etc.?

   Yes Undecided No

   Comments:

4. Have you noticed any marked improvements in your tutee?

   Yes Undecided No

5. What is the one thing you like best about tutoring?

6. What is the one thing you like least about tutoring?

7. What comments or recommendations do you have which might improve the program?

Sample 11

Evaluation Checklist

NOTES

Learning Experience 1

Developing Needs Assessment Techniques

OVERVIEW

COMPETENCY	Determine, through the use of needs assessment techniques, which clients are in need of individualized tutoring for career planning, decision making, and preparation.
READING	Read Competency 1 on page 7.
INDIVIDUAL LEARNING OBJECTIVE	Identify those clients who might need tutoring for career development.
INDIVIDUAL ACTIVITY	Document incidents that might indicate the need for tutoring.
INDIVIDUAL FEEDBACK	Compare your answers against suggested responses.
GROUP LEARNING OBJECTIVE	Write a needs assessment instrument for career development tutoring.
GROUP ACTIVITY	Develop sample items to assess clients' skills in the area of career planning, decision making, and preparation.

INDIVIDUAL ACTIVITY

Document instances that might indicate the need for tutoring.

Prior to starting this activity, review the reading for Competency 1 on page 7. Read the following case study and attempt to document behaviors or actions that might indicate the need for tutoring for career development. After each behavior you list, provide a rationale as to why you feel Walter needs tutoring.

Case Study

Walter Jacobson is a 17-year-old 11th grade student at Kingsdale High School. His grade point average is 3.8 on a 4 point scale. Walter is very active in school athletics, particularly basketball, in which he has twice been chosen all-city guard. Already, Walter has had several informal contacts with scouts from several major universities.

Recently, Walter received results from an aptitude test that he had taken earlier in the year. The results indicated that he has a very strong aptitude in the following areas: verbal learning, numerical computation and clerical perception (name comparison). Last year, an interest inventory revealed a strong interest in caring for people/animals, manual work, promotion, communication, and counseling.

Walter's future educational plans include studies at State University. However, he has made it very clear that college is only a means to a professional career in basketball; a goal of his since he was seven. Even after encouragement from parents, counselors, and teachers to consider and plan for alternatives, Walter has remained steadfast to the idea of becoming a professional athlete. His rationale for this is that if you seek alternative actions, you usually end up settling for second best or become complacent before attaining success.

As a part of the school's career development activities, Walter has the opportunity for three different "shadowing experiences" whereby he can spend the day with a person working in an area of interest to him. Initially, Walter refused to take advantage of this experience because professional athletics was not an area where resource persons were available. However, after some prodding by his friends, he decided to "shadow" the local recreational center director who at one time had also inspired to become a professional athlete. Walter did not prepare any questions of things he wanted to find out about the job. He felt the trip was unimportant because he would not receive class credit for it. While at the center, Walter had the opportunity to demonstrate some basketball techniques to a group of youngsters; he really enjoyed it. Later when asked about his experience, Walter referred to it as interesting, but nothing that he would care to do since he could never make the money he would in professional athletics. Money seems to be his preoccupation. As a matter of fact, Walter lost out in a part-time summer job application with a nearby fast-food chain, which would have given him the extra money he needed to purchase a car. The restaurant manager later mentioned to the principal that Walter dominated the interview with questions about wages and increments. Walter's parents are somewhat concerned about his "mind set" about professional athletics, but have taken the attitude that they prefer not to meddle with his personal life. Besides, basketball is the only thing that improved his chronic absenteeism from school.

_____

_____

_____

INDIVIDUAL FEEDBACK

Compare your answers to some suggested responses.

In the case study, there are some factors which appear to indicate that Walter may need tutoring to aid him in the career development process. Here are a few:

Career fantasy - It appears that Walter has not thoroughly investigated his opportunities as a professional athlete. The odds are greatly against it.

Career immaturity - Walter appears to be somewhat immature about the interviewing process. He is old enough to have some notion of the do's and don'ts of interviewing.

Indecisiveness - Walter needs the encouragement of friends to decide to take an exploratory visit. He is also unable to see the need for alternatives.

Poor attendance habits - Walter had very poor school attendance until becoming involved in sports.

Lack of independence - Walter did not prepare questions to take to the exploratory experience since no one was checking on him.

GROUP ACTIVITY

Develop sample items for a needs assessment instrument.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point 1. Indicate to participants that they will be involved in a simulation activity. They will be working individually and in small groups of 3-4 people to develop sample items for a needs assessment instrument.	Prior to conducting the activity, you should write on the chalkboard or mimeographed sheets the following sample goals. The client will be able to: 1. Use the essential skills necessary to gather, organize, and evaluate information for decision making. 2. Recognize abilities, aptitudes, interests.

Facilitator's Outline	Notes
	3. Understand the relationship between personal economics, life style, and occupational roles. 4. Recognize what is involved in the development, growth behavior, training, and rewards of persons engaged in specific occupations. 5. Recognize the implementations of working with and without supervision, independently, and with others.
2. Have participants review the reading for Competency 1 on page 7.	
B. Development of Test Items	
1. Have participants develop sample items individually for the five goal areas. They are to indicate the age level to which the item is written.	Allow 30 minutes for this activity.
2. Have participants reconvene within appropriate groups and select a recorder. They will discuss, review, and select the most outstanding item for each goal area. The criteria by which selections are made should be as follows: • Is the item appropriate to age level of the client? • Does it assess what it is supposed to assess? • Is it free of bias?	
C. Sharing with Large Group	
1. Have each recorder present to the large group a sample item for each goal area and specify age/level of the client.	
2. Direct discussion around the criteria stated above. Also share some of the items on the handout "Sample Items" on page 35.	

NOTES

Sample Items

The items are directed toward 16-17 year olds.

Goal 1. **Use the skills necessary for decision-making**--A decision is difficult to make when you--

a. A politician

b. A receptionist

c. A police officer

d. A real estate agent

Goal 2. **Recognize abilities, aptitudes, and interests and achievements**--In general, which of the following is **least** important in helping you to decide how well you would do in most occupations?

a. Interests

b. Aptitude

c. Physical characteristics

d. Past achievements

Goal 3. **Understand relationship between personal economics, life style, and occupational roles**--Which of the following is the major reason why automation occurs in an industry?

a. To reduce production costs

b. To replace workers

c. To increase unemployment

d. To produce different products

Goal 4. **Recognize what is involved in development, growth, behavior, training, and rewards of persons engaged in specific occupations**--Which occupation would appeal most to an individual who wants a steady income and regular hours?

a. a politician

b. a receptionist

c. a policeman

d. a real-estate agent

Goal 5. **Recognize the implications of working with and without supervision, independently, and with others**--Someone who can motivate employees, command respect, and get along with people would make a good:

a. nurse

b. bank teller

c. telephone operator

d. principal

Learning Experience 2

Obtaining Support for Tutorial Activities

OVERVIEW

COMPETENCY	Obtain support for tutoring activities, make physical arrangements, recruit and train tutors, and set up a process for scheduling tutoring sessions.
READING	Read Competency 2 on page 8.
INDIVIDUAL LEARNING OBJECTIVE	Plan a workshop for training tutors.
INDIVIDUAL ACTIVITY	Develop a sample workshop agenda for training tutors.
INDIVIDUAL FEEDBACK	Compare your answers against suggested criteria.
GROUP LEARNING OBJECTIVE	Develop a schedule for tutoring activities within your setting.
GROUP ACTIVITY	Identify the barriers and facilitators to scheduling a tutorial program.

INDIVIDUAL ACTIVITY

Develop a sample workshop agenda for training tutors.

Review the reading for Competency 2 on page 8 prior to starting the activity. You are to prepare a sample agenda for a tutor training workshop in the following hypothetical situation. Remember, in preparing the agenda, you should consider the age of tutors and the education and training background of the tutors.

Situation: You are a guidance counselor for a JTPA youth program. You are serving as coordinator for a career development tutorial program. You have completed the various planning procedures and pilot tested on a small scale basis. Your tutors are primarily resource people from the community representing a wide range of knowledge and background. All of your tutors have other full time obligations and commitments. Your task is as follows:

1. Decide the number of workshop sessions you think it will require to train tutors.

   _____

2. Indicate the general topics to be presented at each session.

   _____

   _____

   _____

3. Suggest a time frame for each topic.

   _____

Note: In reality, workshops would be planned cooperatively with other career guidance team members.

INDIVIDUAL FEEDBACK

Compare your response against suggested answers.

Since the tutors all have other full time commitments and rigorous schedules, it is probably best that you hold only one or two workshop sessions.

Some suggested topics and time allocations follow:

1. Getting acquainted (30 minutes)
2. Understanding the nature of the learner (60-90 minutes)
3. Orientation to career guidance (90 minutes)
4. Demonstration of tutoring (60 minutes)
5. Practice of tutoring (60-90 minutes)

GROUP ACTIVITY

Identify the barriers and facilitators to scheduling a tutorial program.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Explain to participants that they will be discussing factors that might hinder the scheduling of a tutorial program within their setting and those that might facilitate scheduling a tutorial program.	
2. Have participants review the reading for Competency 2 on page 8.	
3. Divide participants into small groups of 3-5 people and designate a recorder.	Poster board and large markers are needed for each group.

Facilitator's Outline	Notes
B. Discussion of Factors	
1. Ask each group to think for a couple of minutes and brainstorm all of the factors that would be conducive to scheduling a tutoring program, (e.g., activity periods, flexible schedules, etc.). List these on a sheet of paper marked "Facilitators."	Allow approximately 10-15 minutes.
2. Have groups brainstorm and discuss the barriers to scheduling a tutorial program. List these on a sheet of paper labeled "Barriers."	Allow approximately 10-15 minutes.
3. Have participants generate some ways of alleviating these barriers in their small groups.	Allow approximately 10-15 minutes.
C. Summary of Discussion	
1. Recall all small groups into the large group again.	Summarize the factors identified by each group. Also note commonalities across groups.
2. Have each group share the "facilitators" that they identified.	Be attentive to providing viable solutions when various groups do not have appropriate solutions.
3. Secondly, have them identify "barriers" and potential solutions.	
4. Close by mentioning to participants that this same activity or a variation of it can be done in the tutor training workshop.	

Learning Experience 3

Determining the Content for the Tutoring

OVERVIEW

COMPETENCY	Describe in detail the content to be taught to clients through tutoring, such as potential life career roles, channels of entry in to various careers, steps to follow in career decision making, strategies for career exploration, preparation and placement, job interview techniques, and sources of career information.
READING	Read Competency 3 on page 12.
INDIVIDUAL LEARNING OBJECTIVE	Develop the content material (activities) for a tutorial session.
INDIVIDUAL ACTIVITY	Develop a series of activities for a client in the area of career preparation.
INDIVIDUAL FEEDBACK	Compare your answers against suggested responses.
GROUP LEARNING OBJECTIVE	Develop a strategy for improving job interview techniques.
GROUP ACTIVITY	Role play and critique an interview situation.

INDIVIDUAL ACTIVITY

Develop a series of activities for a client in the area of career preparation.

In this activity, you are to develop a series of activities so the client can meet an objective. First review the reading for Competency 3 on page 12.

Hypothetical Situation

Your client is an 18-year-old female who is having problems in the area of career preparation, as evidenced through informal and formal assessment techniques.

The specific learning objective is that the client will be able to identify various career planning processes.

Assuming you have no constraints relative to resources, list five activities in which you would you involve her.

INDIVIDUAL FEEDBACK

Compare your answers against suggested responses.

There are no totally correct or incorrect responses. However, the following samples include some suggested practical activities.

These activities suggest that useful experiences include: understanding self, projected future career(s), analyzing interpersonal skills, simulating work experiences, researching occupations of interest, and developing long and short range goals.

Getting to Know Myself: My Strengths and Weaknesses

Directions: On a separate sheet of paper, check one opposite each number to indicate your present characteristics. Do not write in this book.

Physical Characteristics	Good	Acceptable	Poor
1. My general physical fitness	___	___	___
2. My alertness	___	___	___
3. My attendance record	___	___	___
4. My attractiveness	___	___	___

Emotional Characteristics	Good	Acceptable	Poor
1. My concentration	___	___	___
2. My getting along with others	___	___	___
3. My persistence	___	___	___
4. My general responsibility	___	___	___

Intellectual Characteristics	Good	Acceptable	Poor
1. My communications skills	___	___	___
2. My computation skills	___	___	___

	Good	Acceptable	Poor
3. My abstraction skills	___	___	___
4. My general accuracy	___	___	___

Do you think you will be changing any of these ratings during the next 10 years? If you do, draw arrows from your present ratings to those you need or want. Make your plan for these improvements and get started.

Getting to Know Myself: What Are My Values? What Is My Chosen Life-style?

Directions: Check one opposite each number to indicate your present values. Do not write in this book.

	I Value Highly	I Like	I Dislike
1. Moving around a lot	___	___	___
2. Using my hands or lifting things	___	___	___
3. In a pleasant temperature	___	___	___
4. Away from noisy machines and people	___	___	___
5. Short commuting distance	___	___	___
6. Wearing "dress" clothes	___	___	___
7. Working at my own pace	___	___	___
8. Clean hands and clean clothes	___	___	___
9. High pay	___	___	___
10. Vacations	___	___	___
11. Making decisions for others	___	___	___
12. Doing things I like	___	___	___
13. Working as part of a team	___	___	___
14. Being continuously employed	___	___	___
15. Directly helping people	___	___	___
16. Influencing other people's time	___	___	___
17. Working on new tasks	___	___	___
18. Doing something quicker or better than someone else	___	___	___
19. This job being in demand and important to people	___	___	___
20. Working in one specific area	___	___	___
21. Being trained in new skills	___	___	___
22. Organizing tasks before taking action	___	___	___

	I Value Highly	I Like	I Dislike
23. Using new skills I have discovered to solve problems	___	___	___
24. Coordinating single steps all at once	___	___	___
25. Deciding on an alternative	___	___	___
26. Reading, writing, or talking about jobs	___	___	___
27. Using math skills	___	___	___
28. Working with ideas	___	___	___
29. Finishing the jobs I start	___	___	___

Analyzing Your Tentative Choice of a Career

Directions: Answer these questions on a separate sheet. Do not write in this book.

_____ _____

(occupation) (career cluster)

Education required: _____

_____

_____

Skill and ability required: _____

_____

_____

Cost of education estimated: $ _____

_____

Employment conditions:

Where? _____

_____

Regular hours? _____

_____

Starting pay or salary? $ _____

_____

Promotion possibilities? _____

_____

What about fringe benefits? _____

_____

Can you see yourself doing this work? _____

Why do you like this kind of work? _____

Getting Specific about Your Career Plan

	Where I Want to be in My Career	What I Need to Know and be Able to Do	Preparation I Need
1 year from now:			
2 years from now:			
3 years from now:			
4 years from now:			
5 years from now:			
10 years from now:			
15 years from now:			
20 years from now:			
25 years from now:			

This kind of planning device is simple. But it has helped many people decide on their career goals, the next steps required, and the long-range directions they seek. Do not write in this book.

How Well Will I Do on the Job

Project your present achievement level into your relative success in employment.

Directions: Check once in each of the first four columns below to indicate your present level of achievement. If you average these achievement levels, you will see opposite your average rating in column 4 your general probability for job success. Do not write in this book.

Do you like the direction in which you are going? There is still time to improve your probability for success on the job. To gain a better direction, draw arrows from your present ratings to ratings you need or want. Then make a list of specific things you need to do to achieve at a higher level, get some help, and go to it!

My Achievement Levels	Mastery of Skills for Which I Could be Employed	Getting Along Well with All Kinds of People	General Dependability	Academic Studies	Probable Success in Employment
I excell					Continued promotion on the job
I do well					Promotion on the job
I am average					Retained on the job
I am less than average					Trouble on the job
I often fail					Loss of job

GROUP ACTIVITY

Role play and critique an interview situation.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Explain to participants that they will be simulating an interview process.	
2. Divide the large group into pairs and tell that each member of the pair will role play both the interviewer and interviewee.	
3. Allow participants approximately five minutes to decide the specifics of the role play situation, i.e., position title, interviewing company, age, and experience of interviewee.	
4. Allow approximately 10 minutes for both members of the pair to develop interview questions.	
B. Role Play Procedures	
1. Distribute the checklist entitled "Evaluating the Job Interview" on page 53 to each participant. Explain that after the interview session, the interviewer will rate the interviewee using the designated checklist. Also, the interviewee will do a self-rating using the form.	Allow approximately 20 minutes.
2. Have participants switch roles and repeat the process.	
C. Tabulation and Feedback	
1. Have participants tabulate scores using the instructions at the bottom of the checklist.	
2. Have them compare and discuss the rationale for various ratings.	

Facilitator's Outline	Notes
3. Allow participants to share with the large group general reactions to the activity, including various behaviors of which they were unaware nervous feeling, distracting factors, etc.	

NOTES

Evaluating the Job Interview

Directions: The Interviewer and interviewee use this form to rate the interviewee:

	Yes	No	Not Sure
How the interviewee acted:			
1. Greeted interviewer with a smile and called him by name?	___	___	___
2. Stated name proudly?	___	___	___
3. Shook interviewer's hand firmly?	___	___	___
4. Sat only when asked to do so?	___	___	___
5. Looked interviewer in the eye?	___	___	___
6. Listened carefully to what interviewer had to say?	___	___	___
7. Took the time to think questions through before answering?	___	___	___
8. Emphasized what you could do for the firm rather than what the firm could do for you?	___	___	___
9. Spoke well of previous employers and associates?	___	___	___
10. Refrained from arguing with the interviewer?	___	___	___
11. Showed desire to work?	___	___	___
12. Was open to new ideas?	___	___	___
13. Was courteous and tactful?	___	___	___
14. Was enthusiastic about school, work, and life in general?	___	___	___
15. Asked questions about the job and the company?	___	___	___
16. Demonstrated sense of humor (if situation was appropriate)?	___	___	___
17. Was prepared to tell the interviewer how you could be of benefit to the company?	___	___	___
18. Did not lie or exaggerate qualifications or experiences?	___	___	___
19. Emphasized what you can do, not who you know?	___	___	___

20. Focused on issues and answered the questions briefly but completely? ____ ____ ____

21. Thanked the interviewer for the time before leaving? ____ ____ ____

TOTAL POINTS ____ ____ ____

Give 3 points for each "yes," 2 points for each "not sure," and 0 points for each "no." Add points for the total score.

Rating scale:		
	55-63	The kind of help we want
	49-54	Will make someone good help
	45-48	Try harder
	Less than 45	Did you really want a job?

Source: Instructional Materials Laboratory. *Job Application and Interview*. Columbia, MO: University of Missouri, July 1973.

Learning Experience 4

Planning Career Development Tutoring

OVERVIEW

COMPETENCY	Plan and conduct a tutoring session that is based on the client's previously identified needs and that uses systematic instructional procedures and feedback for the client's responses.
READING	Read Competency 4 on page 14.
INDIVIDUAL LEARNING OBJECTIVE	Provide a rationale on the need for tutoring procedures.
INDIVIDUAL ACTIVITY	Write a rationale on establishing tutoring procedures for career development.
INDIVIDUAL FEEDBACK	Compare your answer against suggested criteria.
GROUP LEARNING OBJECTIVE	Describe techniques that can be used in the tutoring process.
GROUP ACTIVITY	Brainstorm tutoring techniques in a group setting.

INDIVIDUAL ACTIVITY

Develop a rationale for establishing tutoring procedures for career development.

In this activity, you are to develop a rationale for establishing tutoring procedures for career development.

The problem: The members of your tutorial steering committee are in conflict as to whether specific tutorial procedures should be established. One group feels that tutoring procedures are too restrictive for an area such as career development and places too many demands on tutors. Others feel that the need to establish procedures is critical in maintaining consistency among tutoring practices and high standards.

Your task: To develop a rationale statement for all steering team members, as well as tutors, administrators and parents.

At this point, it might be helpful to review the reading for Competency 4 on page 14. Three critical components of the tutoring procedures are as follows:

A. **Establishing a Friendly Atmosphere**

At each meeting between the tutor and tutee, a friendly relationship must exist. The tutor must remember to follow these procedures:

1. Call the learner by name
2. Smile
3. Act friendly
4. Sit next to the learner

B. **Supporting the Learner during Tutoring**

At each step of the tutoring procedures, the kind of reinforcement the tutor provides to the tutee is very important. The tutor must remember to stress these procedures:

1. Praise correct responses immediately
2. Help with errors in a positive manner
   - Emphasize the question, not the wrong answer
   - Ask the question again; perhaps, rephrasing it
   - Assist in finding the answer through questions

C **Encouraging Independence in the Learner**

As the tutor/tutee relationship progresses, the tutcr should become aware of the various ways to encourage independence in the learner/tutee. The tutor must remember to use these procedures:

1. Help the tutee find the answers instead of giving them
2. Praise the tutee for independently taking the following steps:
   - asking questions
   - locating information
   - initiating contacts with resource persons
   - studying independently

Now, write a clear and comprehensive rationale that will be convincing enough to end the group conflict.

INDIVIDUAL FEEDBACK

Compare your rationale against suggested criteria.

The tone of your rationale on tutoring procedures should be positive in nature, i.e., how tutoring procedures benefit or enhance the overall program. Some other points which might be included are--

1. tutoring procedures provide a good framework for the inexperienced tutor,
2. tutoring procedures systematically provide feedback to the tutee,
3. tutoring procedures aide the learner in functioning independently,
4. tutoring procedures provide consistency over a number of tutors, and
5. tutoring procedures are a good training tool.

If you mentioned at least two or three of these points in your rationale, you are headed in the right direction.

GROUP ACTIVITY

Brainstorm various tutoring techniques in a group setting.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Divide the large group into smaller groups consisting of 3-4 members each.	Each group will need large sheets of paper and marking pens.
2. Give each group a set of topics to brainstorm, such as:	
• How to make a tutee feel important and successful. • How to help a tutor feel successful. • Why it is important to have tutoring procedures. • How can community resource persons be used in tutoring for career development.	

Facilitator's Outline	Notes
B. Brainstorming Ideas	
1. Have members take turns being the "leader" of a brainstorming session using one of the above topics or any other pertinent topic.	Allow approximately 5 to 10 minutes to get out the ideas and 5 minutes to choose the best idea(s) for each topic.
2. Ask group members to select the best ideas.	
C. Sharing Ideas	
1. Bring the total group together and have the persons responsible for each of the topics give the best idea for that topic.	This activity should demonstrate that good ideas can be generated in a short time period.
2. Indicate that this activity can be used in a tutor training session.	List the ideas on the chalkboard.

NOTES

Learning Experience 5

Coordinating and Monitoring Tutoring Activities

OVERVIEW

COMPETENCY	Coordinate and monitor tutoring activities, and resolve any issues or problems that occur.
READING	Read Competency 5 on page 18.
INDIVIDUAL LEARNING OBJECTIVE	Identify the functions/activities of tutoring monitors.
INDIVIDUAL ACTIVITY	Develop a job description for a tutorial program monitor.
INDIVIDUAL FEEDBACK	Compare your response to some suggested answers.
GROUP LEARNING OBJECTIVE	Resolve possible conflicts and issues which might arise due to tutoring activities.
GROUP ACTIVITY	Generate resolutions to mini-case studies.

INDIVIDUAL ACTIVITY

Develop a job description for a tutorial program monitor.

Prior to completing this activity, review the reading for Competency 5 on page 18. Your agency has a very active volunteer group that has volunteered to serve as tutoring program monitors. How would you use these people to make your program more effective? What qualities must they possess? How much or what type of training program/orientation should they receive? Develop a job description by answering the above questions.

INDIVIDUAL FEEDBACK

Compare your response to some suggested answers.

Some possible duties of the tutorial monitor:

1. Assist with transportation to and from various field trips.
2. Provide remedial assistance to the tutor who may be having problems.
3. Participate in various meetings of the tutorial team.
4. Assist in record-keeping.
5. Assist and participate with workshops.

Practically anything that was mentioned in this module that caused you to take note and wonder "How am I ever going to accomplish this?" should be included.

GROUP ACTIVITY

Generate resolutions to the mini-case studies.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Divide the large group into four or five small groups.	
2. Have participants review the reading for Competency 5 on page 18.	
3. Distribute one of the two mini-case studies to each member of the group. Allow two to three minutes for each individual to read the case study.	Attempt to maintain an equal number of groups working on each case study.
B. Generating solutions	
1. Allow approximately 10-15 minutes for groups to discuss the situation and brainstorm a variety of solutions.	

Facilitator's Outline	Notes
2. Ask each group to choose which alternative of combination of alternatives is most appropriate/feasible, and present it to the large group.	As discussion and interaction develops, bring up factors relative to the difficulty of reaching a concensus on the group's solution and note commonalities and differences among group responses.
C. Feedback	
1. Indicate that this activity has no "right" or "wrong" answers. Some general guidelines for judging responses are as follows: • Try to avoid decisions which might affect the image of the program. • Try not to alienate or "turn-off" clients, staff. • Try to involve a group of individuals in the problem/solution. The best type of feedback to use is common sense and one's best judgement.	

Handout

Mini-Case Studies

Case 1. John Lincoln is a very prominent businessman who has volunteered his services as a tutor. In the past, your school administration has had a very good relationship with Mr. Lincoln. For the past 10 years he has furnished free food and games for the annual end-of-the-year picnic. During the past tutoring session, you observed him slapping the hand of a tutee for what he thought was an absurd answer. As tutoring monitor, what would you do?

Case 2. Lois Ford is the Director of Women's Services. She believes very strongly that clients should be given the opportunity to go into nontraditional areas. Ms. Ford has been tutoring Pat in the improvement of job-seeking skills. Pat has secured two job interviews on her own, and has become more confident in seeking employment. One day Pat stops you, the tutoring monitor, to share a problem. She likes and respects Ms. Ford and is concerned about the effects her heated discussion with Ms. Ford will have on their relationship. The problem: Ms. Ford adamantly objects to Pat's upcoming interview for a nurse's aide in a hospital primarily because of its traditional and stereotypical nature. As tutoring monitor, what would you do?

NOTES

Learning Experience 6

Evaluating Program Effectiveness

OVERVIEW

COMPETENCY	Evaluate tutor performance through assessing client progress and modify tutoring activities based on evaluation findings.
READING	Read Competency 6 on page 24.
INDIVIDUAL LEARNING OBJECTIVE	Develop an evaluation instrument that assesses a component of your program.
INDIVIDUAL ACTIVITY	Adapt a sample evaluation instrument to your own setting.
INDIVIDUAL FEEDBACK	Compare your evaluation instrument against some general criteria.
GROUP LEARNING OBJECTIVE	Develop an evaluation instrument to your own setting.
GROUP ACTIVITY	Adapt a sample instrument to your own setting.

INDIVIDUAL ACTIVITY

Adapt a sample instrument to your own setting.

In this activity, you will be reviewing and revising samples 8, 9, 10, and 11 on pages 24-27 to better meet the needs of your particular setting. Pretend that you are a member of the tutorial program planning and steering committee and that you have a major task to accomplish: the development of evaluation instruments to assess program effectiveness.

The first step involved in accomplishing this goal is to search for existing instruments which can be adapted to meet your program needs. During your search, you found four instruments, which can be used for either process or product evaluation with some modifications.

Review the forms (samples 8, 9, 10, and 11) and select one for revision. Make improvements wherever you feel they are necessary. Next, write on the instrument if it is to be used for process or product evaluation. Also, jot down important points you would like to make to other committee members, regarding the instrument you selected and revised.

INDIVIDUAL FEEDBACK

Compare your evaluation instrument against some general criteria.

Feedback for the evaluation instrument:

- Is it process or product oriented?
- Does it assess what you want it to assess?
- Are the questions stated in a positive tone?
- Are the question geared to the reader? Easy to understand, appropriate reading level?
- Is the length appropriate - not too long or convoluted?
- Does it allow for written comments?

Finally, the best test of the soundness of your evaluation instrument is to pilot test or consult with colleagues for their reactions.

GROUP ACTIVITY

Adapt a sample instrument to your own setting.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Divide the large group into small groups of three to four people, ensuring that the total number of small groups is an even number.	Allow approximately 20-25 minutes for the development of the sample instrument.
2. Have participants review the reading for Competency 6 on page 25. Highlight the samples on pages 24-27.	
B. Activity Procedures	
1. Have each group develop an instrument that evaluates the tutorial program.	When groups are in the role of steering committee members they should use the individual feedback section as a guide for questions.

Facilitator's Outline	Notes
2. Have each group role play a situation in which they will pose as the tutorial program team and present their instrument to another group who will role play national steering committee members. 3. Ask participants to reverse roles and the group that was presenting the instrument will now serve as steering committee members. 4. Summarize reactions, comments, that develop in the role play situations.	

PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

1. Name (Optional) _____ 3. Date _____

2. Position Title _____ 4. Module Number _____

Agency Setting (Circle the appropriate number)

6. Elementary School
7. Secondary School
8. Postsecondary School
9. College/University
10. JTPA
11. Veterans
12. Church
13. Corrections
14. Youth Services
15. Business/Industry Management
16. Business/Industry Labor
17. Parent Group
18. Municipal Office
19. Service Organization
20. State Government
21. Other

Workshop Topics	PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic)	POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic)
1. Developing needs assessment techniques for identifying clients who need tutoring.	0 1 2 3 4	0 1 2 3 4
2. Obtaining support for tutoring activities and making physical arrangements.	0 1 2 3 4	0 1 2 3 4
3. Determining what content should be taught in the tutoring session.	0 1 2 3 4	0 1 2 3 4
4. Planning and conducting a tutoring session that uses instructional procedures and feedback.	0 1 2 3 4	0 1 2 3 4
5. Coordinating and monitoring tutoring activities.	0 1 2 3 4	0 1 2 3 4
6. Evaluating the effectiveness of the tutoring program.	0 1 2 3 4	0 1 2 3 4
Overall Assessment on Topic of Tutoring Clients	0 1 2 3 4	0 1 2 3 4

Comments:

_____

_____

_____

_____

_____

NOTES

Trainer's Assessment Questionnaire

Trainer: _____ Date: _____ Module Number: _____

Title of Module: _____

Training Time to Complete Workshop: _____ hrs. _____ min.

Participant Characteristics

Number in Group _____ Number of Males _____ Number of Females _____

Distribution by Position

_____ Elementary School	_____ Youth Services
_____ Secondary School	_____ Business/Industry Management
_____ Postsecondary School	_____ Business/Industry Labor
_____ College/University	_____ Parent Group
_____ JTPA	_____ Municipal Office
_____ Veterans	_____ Service Organization
_____ Church	_____ State Government
_____ Corrections	_____ Other

PART I

WORKSHOP CHARACTERISTICS—Instructions: Please provide any comments on the methods and materials used, both those contained in the module and others that are not listed. Also provide any comments concerning your overall reaction to the materials, learners' participation or any other positive or negative factors that could have affected the achievement of the module's purpose.

1. *Methods:* (Compare to those suggested in Facilitator's Outline)

2. *Materials:* (Compare to those suggested in Facilitator's Outline)

3. *Reaction:* (Participant reaction to content and activities)

PART II

WORKSHOP IMPACT—Instructions: Use Performance Indicators to judge degree of mastery. (Complete responses for all activities. Those that you did not teach would receive 0.)

	Group's Degree of Mastery				
	Not Taught	Little (25% or less)	Some (26%-50%)	Good (51%-75%)	Outstanding (over 75%)
	Note: Circle the number that best reflects your opinion of group mastery.				
Learning Experience 1					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 2					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 3					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 4					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 5					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 6					
Group	0	1	2	3	4
Individual	0	1	2	3	4

Code:

Little: With no concern for time or circumstances within training setting if it appears that less than 25% of the learners achieved what was intended to be achieved.

Some: With no concern for time or circumstances within the training setting if it appears that less than close to half of the learners achieved the learning experience.

Good: With no concern for time or circumstances within the training setting if it appears that 50%-75% have achieved as expected.

Outstanding: If more than 75% of learners mastered the content as expected.

PART III

SUMMARY DATA SHEET—Instructions: In order to gain an overall idea as to mastery impact achieved across the Learning Experiences taught, complete the following tabulation. Transfer the number for the degree of mastery on each Learning Experience (i.e., group and individual) from the Workshop Impact form to the columns below. Add the subtotals to obtain your total module score.

GROUP		INDIVIDUAL	
Learning Experience		Learning Experience	
1 = score (1-4)	_____	1 = score (1-4)	_____
2 = score (1-4)	_____	2 = score (1-4)	_____
3 = score (1-4)	_____	3 = score (1-4)	_____
4 = score (1-4)	_____	4 = score (1-4)	_____
5 = score (1-4)	_____	5 = score (1-4)	_____
6 = score (1-4)	_____	6 = score (1-4)	_____
Total (add up)	_____	Total (add up)	_____

Total of the GROUP learning experience scores and INDIVIDUAL learning experience scores = _____ Actual Total Score _____ Compared to Maximum Total* _____

*Maximum total is the number of learning experiences taught times four (4).

NOTES

Performance Indicators

As you conduct the workshop component of this training module, the facilitator's outline will suggest individual or group activities that require written or oral responses. The following list of **performance indicators** will assist you in assessing the quality of the participants' work.

Module Title: *Tutor Clients*

Module Number: CG C-2

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 1:	
Determine through needs assessment which clients need tutoring.	1. Are sample items on evaluation instruments appropriate for grade/level of clients? 2. Did each person have an opportunity to participate? 3. Was consensus reached?
Group Activity Number 2:	
Obtain support for tutoring activities and scheduling sessions.	1. Are participants providing one another with viable solutions to problems? 2. Did participants note commonalties and differences across groups?
Group Activity Number 3:	
Describe the content to be taught to clients.	1. Are interviewer and interviewee ratings consistent with one another? 2. Do participants appear to be more comfortable in the role of interviewer or interviewee?
Group Activity Number 4:	
Brainstorm tutoring techniques.	1. Were participants able to brainstorm appropriate ideas for the topics?

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 5:	
Coordinate and monitor tutoring activities.	1. Are suggested alternatives feasible and practical? 2. Did participants reach consensus on any specific alternatives?
Group Activity Number 6:	
Evaluate tutor performance.	1. Are steering committee members' questions on the evaluation instruments based on the suggested criteria? 2. Do the items on the evaluation assess what they are supposed to assess? 3. Are the items appropriate for the intended audience?

REFERENCES

Deterline, William A. *Training and Management of Student Tutors. Final Report.* Washington, DC: U.S. Office of Education, Bureau of Research, 1970.

Division of Pupil Personnel Services. *Peer Tutoring--A Model Program.* Indianapolis, IN: Indiana Department of Public Instruction, 1977.

Drier, H. N., et al. *Career Guidance Practices.* Columbus: National Center for Research in Vocational Education, The Ohio State University, 1977.

Hartz, John D., and Kosmo, Susan J. *Career Counseling in the Rural School.* Columbus: National Center for Research in Vocational Education, The Ohio State University, 1977.

ADDITIONAL RESOURCES

The materials listed in this resource section are ones that can provide you with additional knowledge and skills in the area of career development tutoring.

"The Tutorial Project: A Successful School Experience." Gary L. Brager and others. *Journal of the International Association of Pupil Personnel Workers* 17 (March, 1973): 88-99.

A description of the tutorial project which provides secondary school students as tutors to elementary school pupils. The tutors operate under that direction of the elementary school teachers and administrators, and generally serve from one to two hours daily. The project is designed to provide success-oriented educational experiences for high school students.

"Effects of Tutor Training, Achievement, and Expectancies on Process and Product Peer Tutoring Variables." Research summary from Tucson, Arizona, Center for Educational Research and Development presented in 1976 Annual Conference of the American Educational Research Association. Eva E. Conrad, Arlington, Virginia, ERIC *Resources in Education*, ED124523, October, 1976.

This study investigated the effects of three variables on tutor and tutee performance: (1) the achievement level of the tutor; (2) brief tutor training in reinforcement and corrective feedback procedures; and (3) tutor expectancy about tutee performance. Peer tutoring guidelines that can be generated from this research include: (1) all children in a class, regardless of achievement level, should be selected to serve in the tutoring role; (2) brief tutor training in basic reinforcement and corrective feedback procedures; and (3) tutor expectancies about tutees performance may result in less biased teaching behavior by peer tutors than by adult tutors.

"Peer Tutoring: A Cooperative Learning Experience." Eva Conrad, University of Arizona at Tucson Center for Educational Research and Development, 1974. Arlington, Virginia, ERIC *Resources in Education*, ED108747, November, 1975.

This brief illustrated booklet suggests procedures for the incorporation of planned peer tutoring into daily classroom routines. This method of instruction has been found to be usable with a variety of academic tasks and is seen as one way to achieve individualization of instruction. The booklet focuses on the definition of peer tutoring; benefits to the tutee, tutor and teacher; tutor training techniques; appropriate tutoring tasks (grouped by academic areas); appropriate materials; and record keeping. A brief look at how one teacher uses peer tutoring in her classroom is included.

Learning and Growing through Tutoring. A Case Study of Youth Tutoring Youth. Bruce Dollar, National Commission on Resources for Youth, Inc., New York, N.Y., 1974. Arlington, Virginia, ERIC *Resources in Education*, ED118661, June, 1976.

A case study, in-depth description, and analysis of a youth tutoring youth program are presented in this document. The program described here is said to represent a good choice for a case study because it is so average.

Elementary School Guidance and Counseling 11 (October, 1976).

This was a special issue devoted to the topic of peer facilitators. It focused on the concept of teaching young people to be facilitators of personal growth in themselves and in others their own age. It contains articles on the history of peer facilitation, training facilitators, ethical considerations, and programs in practice as well as other articles related to peer facilitation programs.

Peer Tutoring--A Model Program. Indiana Department of Public Instruction, Division of Pupil Personnel Service, 1977.

This 50 page publication draws very heavily on current research and practice regarding the tutoring process. Many of the references are not limited to the guidance process, but have excellent implications. It provides procedures, helpful suggestions on methods, examples of programs, and training recommendations.

"Maximizing the High School Counselor's Effectiveness: The Use of Senior Tutors." W. Charles Lobitz. *School Counselor* 18 (November, 1970): 127-129.

This is a brief description of a successful small scale team approach to helping failing students. Success is attributed to providing low achievers with special attention, and high achievers with a creative outlet for their intellectual energies.

A Study to Determine the Effect of Peer Tutoring on the Reading Efficiency and Self Concept of Disadvantaged Community College Freshment: Final Report. Sandra F. Ross. Tarrant County Junior College District, Ft. Worth, Texas, 1972. Arlington, Virginia, ERIC *Resources in Education*. ED081415, January, 1974.

Students enrolled in the same reading course served as tutors and tutees in the classroom. The peer tutors were second-semester students and the tutees were first-semester students. All groups made gains in reading as well as self-concept. The greatest gains were made by the spring tutors who had been tutees and by their tutees who had the advantage of the experienced tutors. Students made better reading and self-concept gains in the role of teacher than in the role of student. Students receiving instruction from experienced tutors made slightly better gains than students paired with inexperienced tutors.

"Peer and Cross-Age Tutoring and Related Topics: An Annotated Bibliography." Roberta Wilkes. University of Wisconsin at Madison Research and Development Center for Cognitive Learning, 1975. Arlington, Virginia, ERIC *Resources in Education*, ED114372, March, 1976.

This annotated bibliography is an effort to provide educators and researchers with a comprehensive listing of current resources, information, and research concerning peer and cross age academic tutoring by students, together with a selection of references on related topics of cross age interactions, tutoring in general, and the use of para-professionals in educational and therapeutic situations. The references cited were selected from a search of educational and psychological literature from 1960 to 1973.

KEY PROJECT STAFF

The Competency-Based Career Guidance Module Series was developed by a consortium of agencies. The following list represents key staff in each agency that worked on the project over a five-year period.

The National Center for Research in Vocational Education

Harry N. Drier ..... Consortium Director
Robert E. Campbell ..... Project Director
Linda A. Pfister ..... Former Project Director
Robert Bhaerman ..... Research Specialist
Karen Kimmel Boyle ..... Program Associate
Fred Williams ..... Program Associate

American Institutes for Research

G. Brian Jones ..... Project Director
Linda Phillips-Jones ..... Associate Project Director
Jack Hamilton ..... Associate Project Director

University of Missouri-Columbia

Norman C. Gysbers ..... Project Director

American Association for Counseling and Development

Jane Howard Jasper ..... Former Project Director

American Vocational Association

Wayne LeRoy ..... Former Project Director
Roni Posner ..... Former Project Director

U.S. Department of Education, Office of Adult and Vocational Education

David Pritchard ..... Project Officer
Holli Condon ..... Project Officer

A number of national leaders representing a variety of agencies and organizations added their expertise to the project as members of national panels of experts. These leaders were--

Ms. Grace Basinger
Past President
National Parent-Teacher Association

Dr. Frank Bowe
Former Executive Director

Ms. Jane Razeghi
Education Coordinator
American Coalition of Citizens with Disabilities

Mr. Robert L. Craig
Vice President
Government and Public Affairs
American Society for Training and Development

Dr. Walter Davis
Director of Education
AFL-CIO

Dr. Richard DiEugenio
Senior Legislative Associate
(representing Congressman Bill Goodling)
House Education and Labor Committee

Mr. Oscar Gjernes
Administrator (Retired)
U.S. Department of Labor
Division of Employment and Training

Dr. Robert W. Glover
Director and Chairperson
Federal Committee on Apprenticeship
The University of Texas at Austin

Dr. Jo Hayslip
Director of Planning and Development in Vocational Rehabilitation
New Hampshire State Department of Education

Mrs. Madeleine Hemmings
National Alliance for Business

Dr. Edwin Herr
Counselor Educator
Pennsylvania State University

Dr. Elaine House
Professor Emeritus
Rutgers University

Dr. David Lacey
Vice President
Personnel Planning and Business Integration
CIGNA Corporation

Dr. Howard A. Matthews
Assistant Staff Director
Education (representing Senator Orin G. Hatch)
Committee on Labor and Human Resources

Dr. Lee McMurrin
Superintendent
Milwaukee Public Schools

Ms. Nanine Meiklejohn
Assistant Director of Legislation
American Federation of State, County, and Municipal Employees

Dr. Joseph D. Mills
State Director of Vocational Education
Florida Department of Education

Dr. Jack Myers
Director of Health Policy Study and Private Sector Initiative Study
American Enterprise Institute

Mr. Reid Rundell
Director of Personnel Development
General Motors Corporation

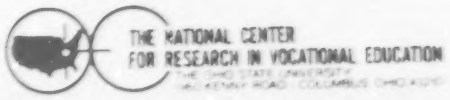
Mrs. Dorothy Shields
Education
American Federation of Labor/Congress of Industrial Organizations

Dr. Barbara Thompson
Former State Superintendent
Wisconsin Department of Public Instruction

Ms. Joan Wills
Director
Employment and Training Division
National Governors' Association

Honorable Chalmers P. Wylie
Congressman/Ohio
U.S. Congress

Developed By



Competency-Based Career Guidance Modules

CATEGORY A: GUIDANCE PROGRAM PLANNING
- A-1 Identify and Plan for Guidance Program Change
- A-2 Organize Guidance Program Development Team
- A-3 Collaborate with the Community
- A-4 Establish a Career Development Theory
- A-5 Build a Guidance Program Planning Model
- A-6 Determine Client and Environmental Needs

CATEGORY B: SUPPORTING
- B-1 Influence Legislation
- B-2 Write Proposals
- B-3 Improve Public Relations and Community Involvement
- B-4 Conduct Staff Development Activities
- B-5 Use and Comply with Administrative Mechanisms

CATEGORY C: IMPLEMENTING
- C-1 Counsel Individuals and Groups
- C-2 Tutor Clients
- C-3 Conduct Computerized Guidance
- C-4 Infuse Curriculum-Based Guidance
- C-5 Coordinate Career Resource Centers
- C-6 Promote Home-Based Guidance
- C-7 Develop a Work Experience Program
- C-8 Provide for Employability Skill Development
- C-9 Provide for the Basic Skills
- C-10 Conduct Placement and Referral Activities
- C-11 Facilitate Follow-through and Follow-up
- C-12 Create and Use an Individual Career Development Plan
- C-13 Provide Career Guidance to Girls and Women
- C-14 Enhance Understanding of Individuals with Disabilities
- C-15 Help Ethnic Minorities with Career Guidance
- C-16 Meet Initial Guidance Needs of Older Adults
- C-17 Promote Equity and Client Advocacy
- C-18 Assist Clients with Equity Rights and Responsibilities
- C-19 Develop Ethical and Legal Standards

CATEGORY D: OPERATING
- D-1 Ensure Program Operations
- D-2 Aid Professional Growth

CATEGORY E: EVALUATING
- E-1 Evaluate Guidance Activities
- E-2 Communicate and Use Evaluation-Based Decisions

Published and distributed by **Bell & Howell Publication Systems Division,**
Old Mansfield Road, Wooster, Ohio 44691-9050. 1-800-321-9881 or in Ohio call (216) 264-6666

BELL HOWELL

Publication Systems Division
Publication Products

ISBN 0-934425-14-0